

NAVODAYA VIDYALAYAS OF UTTAR PRADESH AND HIMACHAL PRADESH: A COMPARATIVE ANALYSIS

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PREFACE

It is a well recognized fact that education plays a very important role in bringing about an overall socio-economic development of any region. This is so because education helps in improving the productive capacity of not only an individual but of the society as a whole as well.

The foundations of Education Policy in India were laid by the British in 1835. The policy remained in force for over one hundred years and even after Independence our National Policy on Education was influenced by it. The first National Policy on Education was formulated in 1968 and then again in 1977 and 1986. The National Policy on Education 1986, envisaged the setting up of pace-setting institutions on the pattern of the existing public schools in each district of the country. These were to be called Navodaya Vidyalayas and the objective was to achieve excellence coupled with equity and social justice. The basic aim was to provide good quality education to all meritorious students with a special focus on the rural as well as SC/ST children irrespective of their paying capacity. To achieve this objective 75 per cent seats were reserved for the rural children and the reservation for SC and ST children was kept at 15 and 7.5 per cent respectively. For promoting education of girls one-third of the total seats were reserved for them. Above all, to ensure selection of children from every part of the district these reservations went down to the block level. These Vidyalayas are therefore co-educational residential institutions where the single entry point is Class VI. Once children are selected through an all India level admission test they are given education free of cost upto Class XII.

The scheme was initially launched by establishing two experimental schools one each in Maharashtra and Haryana and their success led to a number of them being established subsequently. At present their total number stands at 408, and the strength of students enrolled is 1.21 lakhs (1998-99).

Two Committees were constituted by the Central Government in 1990 (The Ram Murti Committee) and in 1991 (The Janardhana Committee) to look into the Navodaya Vidyalaya scheme. Both Committees were in favour of the scheme but the Janardhana Committee pointed out that there was a need to "ensure the continued validity and reliability of the admission tests by periodic evaluation and appropriate modification of the admission procedure."

When the Planning Commission expressed its desire to get a research study done to evaluate the working of the Navodaya Vidyalayas and to carry out an inter-state comparison the Giri Institute of Development Studies, Lucknow, decided to undertake the study with the objective of finding out how far the selection procedure is effective in selecting meritorious students, whether these Vidyalayas are providing good quality education, and whether or not Inter-State differences exist between the Navodaya Vidyalayas. For this we selected the states of Uttar Pradesh and Himachal Pradesh and then selected three good Vidyalayas from each state. The study is therefore based on our survey of these six selected Navodaya Vidyalayas. The study was possible as a result of the co-operation, which we received from various Institutions and individuals. We, therefore, wish to record our gratitude to them.

The study could not have been possible without the financial support received from the Planning Commission. We are particularly grateful to Shri K.K. Baksi for taking special interest in the study and requesting the Navodaya Vidyalaya, Head Office to extend their full co-operation to us. We are also thankful to Shri Anurag Bhatnagar, the Director, Navodaya Vidyalaya Samiti, New Delhi, Mr. V.Rama Rao and other officials of the Head Office, who had lengthy discussions with us related to all the aspects of the functioning of the Navodaya Vidyalayas. Our thanks go out to Dr. U.C. Bajpai and Dr. P.S. Salaria, Deputy Directors of the Regional Offices of Lucknow and Chandigarh for extending full co-operation in providing the secondary information as well as in ensuring that we are given full cooperation from the Navodaya Vidyalayas selected by us. Finally, we are extremely thankful to the Principals and teachers of all the six Navodaya Vidyalayas for the very free and frank discussions which they had with us and for pointing out the various problems which they are faced with.

No survey work can be completed effectively without a team of efficient workers who carry out the field survey and then handle the coding and tabulation of data. This was done with a sense of dedication by our project team comprising of Shri S.K. Trivedi, Shri K.S. Deoli, Shri B.N. Saraswat, Shri Prasoon Dwivedi and Ms. Prachi Maheshwari. Last, but not the least, we wish to record our appreciation for the very efficient handling of the word processing by Shri Manoharan K.

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CHAPTER I

INTRODUCTION TO THE NAVODAYA VIDYALAYA SCHEME AND THE STUDY

Education plays a pivotal role in laying a proper foundation for the overall socio-economic development of any region. Its role is crucial since education helps in improving the productive capacity of the individual and the society as a whole. The role of education becomes particularly significant when a traditional economy is getting transformed into a modern one through the adoption of modern means of production and advanced technologies. If an individual has a good educational background upto the Higher Secondary level it serves as the very foundation on which he or she can acquire higher education.

The British laid foundation of the modern education policy in India when in 1835 Lord Macaulay formulated the British Policy of Education. This remained in force for over a century and even our present education policy is largely influenced by it.

Even as late as 1968, twenty years after gaining independence, no one was sure of what our National Policy on Education was. The National Policy on Education (1968) included aspects such as free and compulsory primary education, payment of reasonable emoluments to teachers, three language formula, common text books for the whole country, protecting the rights of the minorities and the 10+2+3 structure of education. Despite the formulation of the policy it could not be implemented for a variety of reasons such as lack of sufficient resources, lack of will power on the part of the government as well as lack of initiative among those who were to implement the

schemes. Thus, only half-hearted efforts were made at implementing the education policy and ultimately it came to a halt with the fall of the Congress Government in 1977.

The Janta Government formulated its own educational policy in which the education system was to be reorganized and elementary education to be made free and compulsory and aimed at the development of the child's personality and character. Other features of the education policy were provision of mid-day meal, free text books, stationery and uniform and the effort to develop a common school system. Unfortunately, the Janta Government fell in 1980 and, as a result, the policy could not bear fruits.

With the Congress regaining power the first National Policy on Education reappeared between 1980 to 1984. In 1985 the need was felt to change the education policy and in 1986 the Government of India came out with two documents, i.e. The National Policy on Education and Programme of Action. For the first time a programme of action had been chalked out. The education policy introduced the concept of pace setting schools to be called Navodaya Vidyalayas where talented and bright children would receive free education. Since the Congress Party had achieved an overwhelming majority in Parliament the National Policy on Education, 1986 was easily passed. However, some people were opposed to it as they felt it was anti-people.

The National Front Government appointed a Committee headed by Acharya Ram Murti, in 1990 to review the NPE of 1986. A paper was released by the Committee in 1990. Besides this the Central Advisory Board of Education, in its meeting held in March 1991 also constituted a Committee to consider the recommendations of the National Policy on Education Review Committee. This

Committee was headed by Shri Janardhana Reddy, Chief Minister and Minister of Education in Andhra Pradesh as Chairman and Dr. R.V. Vaidyanathan Ayyar, Joint-Secretary Planning, as its Member Secretary.

The recommendations of the Ram Murti Committee and the observations of the Janardhana Committee, which involve policy implications with respect to the Navodaya Vidyalaya Scheme are being presented below.

RAM MURTI COMMITTEE (NPERC)*

The Committee having considered strong views expressed by the members for and against the Navodaya Vidyalaya Scheme and, after taking into account all aspects of the scheme in terms of the concept, philosophy, design, its implementation and future, recommended that the Government may decide from out of the following three alternatives:

- (i) No further Navodaya Vidyalayas need to be opened. The existing 261 Navodaya Vidyalayas may be restructured and continued with provision of adequate resources. The scheme may also be reviewed at the end of 1992-93. The terms of reference for this review may be:
 - Whether the objectives for which the scheme was established have been achieved in terms of nurturing of talents, reservations for SC/ST, girls, representation for rural children, pace setting functions and national integration through migration of children.

If the objectives have not been achieved, what are the reasons for the same?

- Restructuring, if any, of the scheme with reference to:
 - (a) Redefinition of the concept of special talent or aptitude such that the selection takes into account the entire cognitive and effective domain as well as the psychomotor skills;
 - (b) Broadening the process and canvas of selection with a view to make provision for the vast potential talent in different attributes of life that exist among rural children, but is not identifiable by conventional academic tools;
 - (c) Changing the present life style and value orientation of the campuses from rural life, particularly that of the under-privileged section, is guarded against.
- (ii) All the existing 261 Navodaya Vidyalayas may be transferred to the state sector for the states to run them as residential centres on the Andhra Pradesh model.
- (iii) The Navodaya Vidyalaya Scheme may be transformed to a Navodaya Vidyalaya programme of broad based talent nurturing and pace-setting (A day school each under the common school system can function in the premises of a Navodaya Vidyalaya).

THE JANARDHANA COMMITTEE

The members of the NPERC had, admittedly, sharp differences about this scheme; these are reflected in the recommendations, which appeared to be hesitant and wanting in specificity. The NPERC enumerated at length the points in favour of and

against the scheme and proceeded to present a recommendation with three alternatives. The NPERC did not indicate any preference among the three alternatives.

We have given very careful consideration to these different points of view. The majority view is that the scheme should continue and that a Navodaya Vidyalaya should be set up in each district as originally envisaged subject to the following observations:

- (i) Constant review to keep the scheme as cost effective as possible;
- (ii) Ensuring the continued validity and reliability of the admission tests by periodic evaluation and appropriate modification of admission procedure; and,
- (iii) More particular attention to the pace-setting role of these institutions.

In coming to this conclusion, we take note of the information furnished by Navodaya Vidyalaya Samiti that 40 per cent of the Navodaya Vidyalaya students come from families below the poverty line, 60 per cent are first generation learners, 30 per cent are girls, 19 per cent SC and 11 per cent ST. The academic results of the first board examination faced by Navodaya Vidyalaya students, i.e. Class X CBSE examination 1991, were very good. The composition of students and Class X test results adumbrates that objective of providing quality education to talented children from rural disadvantaged families is being realised. The validity and reliability of the selection process are central to the whole scheme, therefore, we advocate periodic evaluation of the admission tests and implementation of corrective measures.

We also find that cost per student is reasonable in comparison to the cost of 'public schools' which predominantly cater to urban children. However, a constant effort needs to be made to make the scheme as cost effective as possible. We have reflected a great deal on the question of equity, which is the main reason why some find it difficult

to go along with the scheme. That talented children should be provided special facilities for quality education can not be gain said. Equity cannot mean that all children are or can be equal in ability, or in merit; so long as the admission tests do not discriminate against children from disadvantaged families and are a valid test of merit, the principle of equity can not be considered to have been violated.

In our view, the most attractive feature of the scheme is the facility of migration of students from one region of the country to other regions. Some of us had the opportunity to personally visit Navodaya Vidyalayas and meet students who migrated from other regions of the country. We can vouch for the contribution such migration can make to promote a national outlook among the students and teachers of Navodaya Vidyalayas and to spread awareness among the communities in the vicinity of Navodaya Vidyalayas of the rich diversity and unity of the Indian culture and polity.*

The Janardhana Committee also gave its opinion that once all the districts have been covered by establishing a Navodaya Vidyalaya having requisite facilities it was equally important to think in terms of the future course such as catering to the higher educational needs of the students who pass out of Navodaya Vidyalayas. In short, therefore, we may say that the Janardhana Committee was basically satisfied with the Navodaya Vidyalaya Scheme as was the case with maximum number of members who constituted the Ram Murti Committee. However, both committees felt that the selection process needs to be evaluated periodically to ensure fair selection of the meritorious children.

* Education Policy in India 1992, Retrospect and Prospect, J.C. Aggarwal, Shipra Publications, Delhi, 1992, pp.71-73.

THE NAVODAYA VIDYALAYA SCHEME

It has very briefly been indicated how the Navodaya Vidyalaya concept evolved in the National Policy on Education, 1986. We will now briefly try to focus on the policy itself and on the growth of the scheme since its inception.

As has already been indicated, the Navodaya Vidyalaya scheme was envisaged while the National Policy on Education 1986 was being drawn up. The primary objective of the scheme was to put to maximum use the human resources with a focus on the different sections of our society – women, weaker sections, tribals, handicapped persons, etc. The aim was to provide the opportunity of getting admission to those gifted children who are otherwise unable to receive benefits of good quality education by virtue of their inaccessibility, either because they reside in remote locations devoid of proper educational facilities or are unable to pay for this type of education as a result of their poor economic background.

This was the period when the late Prime Minister Shri Rajiv Gandhi had taken over after the assassination of Mrs. Indira Gandhi and the Congress had resumed power with a thumping majority. The Navodaya Vidyalaya scheme was primarily the brain child of Mr. Rajiv Gandhi who had his own public school background at the back of his mind and possibly wanted to do something particularly for the rural masses in a big way.

It had been around the mid-1970s that an experiment had been started in Andhra Pradesh of establishing residential co-educational schools known as the Andhra Pradesh Residential Schools. All those children who had performed exceptionally well

in Class VII in their respective schools were selected for admission in these schools and the selected children were provided education upto Class XII. To begin with the first school of its kind was established in Servail village of Nalgonda district. Subsequently more such schools were set up in other places in Andhra Pradesh and the overall performance of these schools in terms of results was very good. Mr. Narasimha Rao had been associated with this scheme.

In the Rajiv Gandhi Cabinet Mr. Narasimha Rao was the Minister for Human Resource Development. Thus there were two persons, one with a public school background and the other with experience of setting up co-educational residential schools for talented children when the scheme was being formulated. Thus, the Navodaya Vidyalaya Scheme was launched for all gifted children irrespective of their capacity to pay. Accordingly the motto of the scheme became "Equity coupled with social Justice." Here equity is considered in terms of opportunity. Initially a lot of deliberation was done on what these schools should be called and among the many names suggested was Model School. The final choice was Navodaya Vidya with 'Nav' meaning new and 'Udaya' meaning dawn. Thus, it was hoped that these educational institutions would usher in the new dawn in the field of secondary education.

To begin with two experimental schools were established. One was in Amrawati (Maharashtra) and the second in Jhajjar in the Rohtak district of Haryana. Mr. Narasimha Rao himself monitored the functioning of these schools and once it was assumed that the experiment was successful the scheme was speeded up and expanded. From only 2 schools in 1985-86, the number of Navodaya Vidyalayas went up to 83 in the very next year and to 209 by 1987-88. In the year 1998-99 their number

stood at 408 and these are spread over 30 states and Union Territories. In addition to this 11 new Navodaya Vidyalayas have been sanctioned during 1998-99.

The Navodaya Vidyalaya Samiti was set up as an autonomous organization under the Human Resource Development Ministry, Department of Education. The Samiti, established in 1986, has the responsibility of implementing and administering the Navodaya scheme. Its Head Office is in Delhi and presently there are eight Regional Offices, which have the responsibility of administration of the Navodaya Vidyalayas under them. The different regional offices and the states/Union Territories under them are being indicated below:

- | | | |
|-----|------------|---|
| (a) | Bhopal | Madhya Pradesh, Orissa |
| (b) | Chandigarh | Punjab, Himachal Pradesh, J&K, Chandigarh (UT) |
| (c) | Hyderabad | Andhra Pradesh, Karnataka, Kerala, Pondicherry, Andaman & Nochobar Islands and Lakshadweep. |
| (d) | Jaipur | Rajasthan, Haryana, Delhi |
| (e) | Lucknow | Uttar Pradesh |
| (f) | Patna | Bihar |
| (g) | Pune | Maharashtra, Gujarat, Goa, Daman & Diu, Dadra and Nagar Haveli |
| (h) | Shillong | Meghalaya, Manipur, Mizoram, Arunachal Pradesh, Nagaland, Tripura, Sikkim and Assam. |

It is proposed to open two more regional offices at Bangalore and Guwahati.

The Chairman of the Samiti is the Minister for Human Resource Development, Government of India and the Minister of State for Education its Vice-Chairman. Other

members of the Samiti include members of Parliament, eminent educationists, senior officials of the Central and State Governments and industrialists.

The Samiti functions through an Executive Committee and is assisted by other Committees such as Finance Committee, Academic Advisory Committee and the Construction Co-ordination Committee.

In the administrative structure the Head Office is headed by the Director, who is an IAS officer and he/she is assisted by a team of Joint Directors, Deputy Directors and Assistant Directors. Similarly, at the Regional level there is a Deputy Director, who has a team of Assistant Directors under him.

At the level of the Navodaya Vidyalaya there is a Vidyalaya Management Committee and a Vidyalaya Advisory Committee. The District Magistrate of the concerned district is the Chairperson of the Vidyalaya Management Committee and its other members include local educationists, public representatives and officers from the district.

In order to ensure that there is full representation of all categories of children it was decided not only to have one Navodaya Vidyalaya per district, but to give admission on a block-wise basis keeping in mind the proportion of population per block. In each school 80 children were to be selected for admission to Class VI, which is the single entry point for admission to any Navodaya Vidyalaya. However, in view of shortage of accommodation in some Navodaya Vidyalayas, only 40 students are being admitted.

To make the selection equitable the following steps were also taken:

- (a) A reservation of at least 75 per cent of the seats for rural children;
- (b) At least 30 per cent reservation for girls;
- (c) 15 per cent reservation for SC and 7.5 per cent for ST children subject to a maximum of 50 per cent reservation for both these categories taken together.

The selection of students to Navodaya Vidyalayas is carried out on the basis of a merit test called the Jawahar Navodaya Selection Test who is designed and developed by the NCERT and administered by the CBSE. Tests are held annually on an All India basis at the block and district level. The entire procedure is computerized. The child has to write down his roll number and the block and district code in the front page of the Test Paper and also indicate whether he/she is rural or urban or belongs to SC/ST category. The computer then prepares the final merit list on the basis of the performance of each child. Once the merit list has been finalized on a district-wise basis these results are sent to the respective District Magistrates. The results are published in local newspapers for the benefit of those who have been selected. Besides this, the children who are selected are also informed by post.

In order to ensure fair admission the admission test procedure had to be so designed that the test should be 'culture free', i.e. to ensure that the urban child does not enjoy any additional advantage while attempting the admission test. It was, therefore, decided to hold the test purely on the basis IQ of the child. The children are, therefore, tested for their basic computation skills (Maths), basic language skills and basic comprehension skills. Each section has a number of questions, which carry a total of 50 marks, and so the overall evaluation is out of a total of 150 marks. The tests are purely objective. The medium of selection test is the 20 Indian languages.

The education officers at the district level are given the responsibility to distribute the forms for admission test all over the district and to ensure that genuine children, studying in Class V in a formal school are given the opportunity to appear in the test. Every child is given only one chance for appearing in the admission test.

Once the children have been selected for admission the district education officers and the Principal of the concerned Navodaya Vidyalaya have to verify the following things before admitting children:

- (a) That the child has passed Class V from a formal school;
- (b) That the child is in the 9-13 year age group;
- (c) That the child belongs to a rural background if he/she is availing the 75 per cent rural reservation, and
- (d) That the child really is from the SC/ST category if he is availing the benefit of reservation for this class.

Since the Navodaya Vidyalayas were conceived of a co-educational residential schools it was decided to start from Class VI since children below Class VI would be too small to be living in the hostel. All children who get selected for admission to a Navodaya Vidyalaya are provided free facilities such as boarding and lodging, uniform, text books, stationery, rail and bus fare to and from home town to the school. The amounts sanctioned for various types of expenditure per child are as under:

- | | | |
|-----|--------------|---|
| (a) | Mess | Rs.425/- per child for nine months (Rs.450/- in case of hilly difficult areas). |
| (b) | Uniform | Rs.350/- per annum |
| (c) | Toilet items | Rs.260/- per annum |

(d)	Stationery	Rs.345/- per annum
(e)	Text books	Rs.100/- per annum
(f)	Travelling expenses	Rs.60/- per annum
(g)	Medicine & Other Misc. Exp.	Rs.60/- per annum.

Teaching and learning in 3 language formula is being implemented in a Navodaya Vidyalaya. The third language taught in the Hindu speaking districts is linked with the scheme of migration. Thus in a Hindi speaking district the third language taught in the Vidyalaya is the language which the children migrating to this school from a non-Hindi speaking state speak. This language is compulsory for all students. In a non-Hindi speaking region, on the other hand, the three languages are the regional language Hindi and English.

Keeping in mind the fact that upto Class V the children are normally taught in their regional language/mother tongue, the Navodaya Vidyalayas too provide instruction through the same medium upto Class VIII. However, during these three years intensive teaching of Hindi and English both as language subjects and co-media are undertaken through skillful use of the media and modern techniques of teaching every effort is made to ensure that the medium of instruction is changed to Hindi/English after Class VIII. In all the Navodaya Vidyalayas the medium of instruction is Hindi in case of social studies and Humanities and English for Mathematics and Science. All these schools follow the CBSE syllabus.

A unique feature of the Navodaya Vidyalaya scheme is the scheme of exchange of students from one school located in a particular linguistic region to another Navodaya Vidyalaya located in a different linguistic region. This was done as it was strongly felt that if there is social mobility among students it will prove beneficial in developing a

feeling of national integration among the children and it will also make them aware about the cultures, customs and food habits, etc. of people living in other regions. Accordingly the scheme of migration was chalked out such that 30 per cent children of Class IX in a non-Hindi speaking district. Similarly 30 per cent students of class IX in a Hindi speaking district should go to a non-Hindi speaking district. The student to be migrated are selected by the District Magistrate, who are ex-officio Chairman of the Navodaya Vidyalayas, on the basis of the willingness of children. In case sufficient number of children does not volunteer then they are selected through a lottery basis.

Although to begin with the idea was to develop a third language, the children could have been sent to any state. But the scheme of migration was conceived of between Hindi and non-Hindi states with the feeling that this would be the best possible method to ensure that children have a working knowledge of Hindi and through this method Hindi can be developed as a national language.

Originally the migration scheme was devised for two years. Children migrated in Class IX and returned after appearing in the CBSE board exam of Class X. This scheme was rather popular and there were also instances where the children and their parents were keen that they complete class XII also from the school where he/she had migrated. In case of such requests the Samiti also granted permission to the students. However, problems began arising when in some states like Maharashtra insisted that only those children who had done their Class X and Class XII from some place in Maharashtra will be treated as local candidates and will get preference in getting admission in professional courses such as engineering and medical. Consequently those Maharashtrian children who had migrated to other states found difficulty in getting admission in the domicile category. In order to solve the problem of such students the

migration scheme was ultimately reduced to one year in 1994 and since then children migrate from their school to another in Class IX for one academic year only all over India.

Another important role which the Navodaya Vidyalayas are expected to perform are that of a pace-setting institutions. According to this objective, wherever the Navodaya Vidyalaya have an adequately developed infrastructure they are expected to undertake several pace-setting activities for establishing a better interaction with the society around them and for the education of the community in the vicinity of their location. The type of activities they are to carry out are;

- (a) Interaction of teaching staff of neighbouring schools;
- (b) Participation of students in local community centres and social services;
- (c) Participation of local teachers in Workshops and Seminars and hygiene of local community;
- (d) A special innovative programme that falls under the pace-setting activities of the Navodaya Vidyalaya Samiti is Art in Education Programme

In short we may say that the Navodaya Vidyalayas are expected to serve as model institutions and the infrastructure of the school is expected to be extended to the other schools in the locality. However, it will take some time before the pace-setting role can be fully achieved. This is so because despite the fact that over 400 schools have been set up so far since the inception of the scheme, there are a large number of Navodaya Vidyalayas, which do not have their own laboratories, libraries and play grounds for one reason or the other. Consequently they are unable to do justice as pace-setting institutions. However, these schools are trying their best towards achieving this objective and wherever it is possible, their laboratories, libraries and play

fields are regularly catering to the needs of other schools in the vicinity. Besides this the children of a Navodaya Vidyalaya keep visiting nearby villages and, with the help of cultural programmes and plays, spread the message of proper health and hygiene. They also organize sports and the teachers of the Vidyalaya interact with local teachers and make them aware about the latest teaching methods.

The Navodaya Vidyalayas have played a very crucial role by bringing children from the remotest areas in the education stream. The first few batches saw a large number of children who were first generation students. In fact this scheme has come a long way since inception and some small examples will highlight the positive contribution of the scheme. In the first year of admission in district Sultanpur not a single parent was willing to send their daughters in a residential school and by 1998-99 there were around 140 girls enrolled in the Navodaya Vidyalaya, Sultanpur.

The hostel atmosphere of the Navodaya Vidyalayas itself plays a very important role in shaping the personality of children. It inculcates various values in the children such as having concern for others, willingness to sacrifice and share with others, a sense of discipline, regularity, develops a feeling of self-sufficiency and it makes the aggressive type children docile whereas in the case of the docile children they tend to become slightly assertive. Over and above the things indicated already, there are various things, which can not be quantified. These can only be observed on seeing the children growing in these institutions.

The Navodaya Vidyalayas are invariably located in rural areas since 75 per cent of the students come from rural locations. The state government is expected to provide 30 acres of land free of cost in the district where a Navodaya Vidyalaya is to be set up.

Moreover it has also to provide rent free accommodation in the same district so that the Vidyalaya can function on the temporary site till its own campus is developed. The main consideration, which was kept in mind for site selection, was easy accessibility, availability of water and electricity and facilities such as medical, banking and post office. To begin with the Samiti was not keeping its people in the site selection committee and it is therefore observed that the location of the old established schools is not very good. Then appropriate changes were made but even now there are instances where the political pressures have resulted in a Navodaya Vidyalaya being located in an unfavourable location.

There are two states namely West Bengal and Tamil Nadu, which have not accepted the Central Government's proposal of setting up Navodaya Vidyalayas in these states. In both the cases the reasons of non-acceptance of the scheme are purely political.

As far as Tamil Nadu is concerned, they strongly feel that through the introduction of this scheme Hindi is being imposed upon them as a third language. The line of argument taken by the West Bengal Government is that Navodaya Vidyalayas are elitist institutions since they have been conceived of with the public schools in mind. It is rather strange that a scheme, which would have benefited thousands of children from these two states, has been turned down for political reasons. People from both the states are keen that the scheme should be launched in their state as well and the Samiti too has made several efforts in order to influence the respective state governments but have not been able to produce the desired result so far. This is unfortunate since it is the meritorious students of the two states who are the real sufferers.

The performance of Navodaya Vidyalayas can be gauged by various means such as growth in the number of schools, enrolment figures, strength of teachers, performance of the students in the Board Examinations, etc. Table 1 depicts the year-wise growth of the Navodaya Vidyalayas for the period 1985-86 to 1998-99. From the mere two institutions in the year of initiation of the scheme, the total number of Navodaya Vidyalayas has become 408 by 1998-99. Table 2 and Table 3 highlight the performance of students in the CBSE Class X and Class XII examinations respectively over a five year period. It is extremely encouraging to note that All India pass percentages are above 80 per cent in all years for both Class X as well as Class XII. Here it will be worthwhile to note that the academic performance of the Navodaya Vidyalayas in terms of pass percentage is much better than the overall CBSE results for the corresponding years and this is being indicated below:

Year	Result of Navodaya Vidyalaya		Overall CBSE Result	
	Class X	Class XII	Class X	Class XII
1995-96	84.00	81.50	64.19	72.00
1996-97	85.00	85.00	64.27	73.30
1997-98	85.80	81.20	63.20	72.60
1998-99	84.70	87.50	64.20	74.70

Table 4 shows the details regarding the strength of teachers between 1994-95 and 1998-99. The actual number of teachers against the sanctioned posts is indicated

and the table brings out the fact that a major gap is found between the sanctioned posts and actual appointment in all categories of teaching staff each year. And finally, Table 5 shows details of grant-in-aid received and the expenditure pattern of the eight regional offices of the Navodaya Vidyalaya Samiti. A close look at the percentage share of expenditure under different heads reveals that in the year 1994-95 all regions with the sole exception of Shillong were having the maximum share of expenditure on students. However, as the years have progressed the main item of expenditure is the salaries to teachers and other staff.

THE STUDY AND ITS OBJECTIVES

It has been mentioned earlier that both the Rama Murti Committee as well as the Janardana Committee had suggested periodic review of the Navodaya Vidyalaya scheme. It was possibly for this reason that the Planning Commission, New Delhi was entrusted in looking into the functioning of the Navodaya Vidyalayas and to make an inter-state comparison of the Vidyalayas functioning in different states. The Gird Institute of Development Studies, Lucknow undertook the responsibility of carrying out this study in the states of Uttar Pradesh and Himachal Pradesh with the following objectives:

- (a) To find out the extent to which Navodaya Vidyalayas have been successful in selecting intelligent and meritorious students from different categories especially from the SC/ST population;
- (b) To find out how far the Navodaya Vidyalayas have ensured that the intelligence level of their students has been maintained as a result of the education being imparted to them;

- (c) To find out whether the scheme of 'migration' has succeeded in inculcating the concept of national integration among the children and made them familiar with the culture of other states;
- (d) To find out whether the relative efficiency of Navodaya Vidyalayas is the same in the selected states or not, and in case of a difference whether these are due to administrative, managerial or financial reasons; and,
- (e) In case of differences in the relative efficiencies of the schools in the two states, what measures can be adopted so as to remove the inadequacies of implementation and administrative failures, etc. so as to bring the less efficient state at par with the efficient one.

For the purpose of the study it was decided to select three Navodaya Vidyalayas from each state. It was also decided to select the relatively better Vidyalayas and to select those, which have been functioning for some time rather than the recently established ones. The Navodaya Vidyalayas selected from Uttar Pradesh were from the districts of Almora, Mirzapur and Sitapur. Similarly the districts of Shimla, Mandi and Una were selected from Himachal Pradesh.

To obtain primary information 3 different schedules were prepared. The first was for the selected Navodaya Vidyalayas in order to collect details such as area of the school, state of the buildings, details of teachers and students, and performance of children appearing in the CBSE Board examinations of Class XI and Class XII. The second was for each of the Principals regarding the working pattern of the school, quality of teachers and students and the problems faced by the Principals in school administration. Finally, the third schedule was designed to obtain information from the students regarding their opinion about the school, teachers and the quality of teaching,

hostel and other facilities, which are being offered to them. From each class we selected four students randomly but keeping in mind that in the overall sample from the school we get a cross section of boys and girls, rural and urban children and those belonging to general and SC/ST groups. Since the children of Class VI had just been admitted to each Navodaya Vidyalaya and could not be expected to provide proper information, they were left out of the survey. In this way a total of 144 students were covered.

Besides collecting primary information we also collected secondary information from the Head Office of the Samiti, New Delhi and the two Regional Offices of Lucknow and Chandigarh to get an overall picture of the two regions which we are concerned with, as well as the remaining six regions in order to have a really clear picture of the functioning of the Navodaya Vidyalayas all over the country. This information pertains to aspects such as result pattern, enrolment figures, staffing pattern and the pattern of expenditure over a five-year period.

This in brief is how the Navodaya Vidyalaya scheme evolved and how the growth of Navodaya Vidyalayas took place at the All India level. In the next chapter we will focus our attention on the two regional offices of Lucknow and Chandigarh, which control the Navodaya Vidyalayas located in the states of Uttar Pradesh and Himachal Pradesh, which are the two states selected by us for the study.

Table 1 : Year-wise Growth of JNVs Since Inception

Region	1985-86	1986-87	1987-88	1988-89	1989-90	1990-91	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	Total
Lucknow	00	10	09	10	01	00	06	08	00	02	00	00	01	05	52
Chandigarh	00	14	14	02	01	00	00	04	01	00	00	00	01	00	37
Himachal Pradesh (Part of Chandigarh)	00	04	04	00	00	00	00	02	00	00	00	00	00	00	10
Bhopal	00	12	19	09	00	00	02	12	03	01	01	02	00	00	61
Hyderabad	00	17	28	09	01	00	02	00	04	00	00	00	00	02	63
Jaipur	01	07	12	10	00	00	01	07	00	05	00	01	01	01	46
Patna	00	07	15	01	01	00	02	02	06	03	03	04	04	00	48
Pune	01	10	17	02	01	00	03	06	05	00	00	00	00	03	48
Shillong	00	04	12	04	00	00	03	05	07	12	01	03	02	00	53
All India	02	81	126	47	05	00	19	44	26	23	05	10	09	11	401

Table 2 : Region-wise Results of JNVs – Class X

Region	1994-95			1995-96			1995-97			1997-98			1998-99		
	Appeared	Passed	Percentage	Appeared	Passed	Percentage	Appeared	Passed	Percentage	Appeared	Passed	Percentage	Appeared	Passed	Percentage
Lucknow	1453	1184	81.5	1851	1490	80.5	1969	1756	89.2	2308	2064	89.4	2247	1918	85.4
Chandigarh	1133	834	73.6	1267	947	74.7	1553	1169	75.3	1659	1335	80.5	1376	1075	78.1
Bhopal	1905	1493	78.4	1974	1622	82.2	2352	1923	81.8	2805	2361	84.2	2484	2010	80.9
Hyderabad	3091	2829	91.5	3102	2917	94.0	3057	2839	92.9	3336	2079	62.3	3463	3138	90.6
Jaipur	1458	1124	77.1	1389	1137	81.8	1675	1400	83.6	1764	1453	82.4	1682	1458	86.7
Patna	1271	1030	81.0	1650	1359	82.4	1777	1539	86.6	1794	1614	90.0	1891	1638	86.6
Pune	1302	1139	87.5	1349	1191	88.3	1369	1219	89.0	1644	1480	90.0	1510	1295	85.7
Shillong	616	463	75.2	882	652	73.9	1087	781	71.9	1266	830	65.6	1254	837	67.2
Grand Total	12229	10096	82.6	13464	11315	84.0	148349	12826	85.9	16576	14216	85.8	15987	13469	84.3

Source : Navodaya Vidyalaya Samiti, New Delhi.

Table 3 : Region-wise Results of JNVs – Class XII

Region	1994-95			1995-96			1995-97			1997-98			1998-99		
	Appeared	Passed	Percent age	Appeared	Passed	Percent age	Appeared	Passed	Percent age	Appeared	Passed	Percent age	Appeared	Passed	Percent age
Lucknow	874	677	77.5	1388	981	70.7	1034	795	76.9	1299	1027	79.1	1397	1112	79.6
Chandigarh	589	434	73.4	797	599	75.2	510	420	82.4	590	486	82.4	753	665	88.3
Bhopal	1098	878	80.1	1380	1110	80.4	1022	859	84.1	1339	1049	78.3	1472	1308	88.9
Hyderabad	2166	2001	92.4	2262	2130	94.2	1725	1628	94.4	2011	1827	90.9	2039	1922	94.3
Jaipur	1103	832	75.4	1311	1075	82.0	968	878	90.7	958	807	84.2	1141	1029	90.2
Patna	845	626	74.1	1045	758	72.5	706	530	75.1	989	727	75.0	1024	849	82.9
Pune	460	402	87.4	471	419	89.0	319	285	89.3	432	354	81.9	388	351	90.5
Shillong	257	209	81.3	322	242	75.2	256	187	65.2	424	240	56.6	553	435	78.7
Grand Total	7392	6960	82.0	8976	7314	81.5	6549	5562	85.0	8822	8517	81.2	8767	7671	87.5

Source : Navodaya Vidyalaya Samiti, New Delhi.

Table 4 : Region-wise Details of Teaching Staff in the JNVs

Year and Category	REGION								
	Lucknow	Chandi- garh	Bhopal	Hydera- bad	Jaipur	Patna	Pune	Shillong	Total
As on 31.3.95									
PGT's									
Sanctioned	260	161	279	432	267	208	218	150	1975
Actual	169	144	153	306	135	103	115	88	1213
TGT's									
Sanctioned	358	311	507	561	358	290	365	278	3028
Actual	293	248	316	499	235	201	295	181	2268
Misc. Category									
Sanctioned	235	197	303	345	210	168	228	161	1847
Actual	188	156	237	291	172	140	180	123	1487
As on 31.3.96									
PGT's									
Sanctioned	305	241	350	426	284	213	232	165	2216
Actual	219	185	218	340	246	155	143	126	1632
TGT's									
Sanctioned	427	314	509	569	389	320	372	360	3260
Actual	303	261	348	505	323	262	305	200	2507
Misc. Category									
Sanctioned	239	201	307	349	226	183	239	194	1938
Actual	210	166	262	308	194	162	201	156	1659

GIDS, LUCKNOW

Table4 (contd....)

As on 31.3.97									
PGT's									
Sanctioned	303	233	380	426	293	213	253	177	2278
Actual	259	159	273	354	248	156	165	126	1740
TGT's									
Sanctioned	413	313	531	578	379	318	387	379	3298
Actual	329	239	385	499	300	239	297	205	2473
Misc. Category									
Sanctioned	244	201	322	356	229	193	246	213	2004
Actual	224	145	279	312	186	170	204	159	1679
As on 31.3.98									
PGT's									
Sanctioned	299	223	362	434	286	201	232	190	2227
Actual	279	180	314	371	263	194	192	156	1949
TGT's									
Sanctioned	395	307	519	581	381	366	356	388	3293
Actual	327	248	424	553	347	321	333	247	2800
Misc. Category									
Sanctioned	248	198	327	360	236	212	241	229	2051
Actual	228	167	290	332	213	188	220	190	1828
As on 31.3.99									
PGT's									
Sanctioned	314	231	404	448	318	217	214	193	2339
Actual	294	226	333	411	309	198	197	163	2131
TGT's									
Sanctioned	393	309	521	586	371	385	336	385	3286
Actual	344	299	472	548	352	329	324	248	2916
Misc. Category									
Sanctioned	248	202	326	360	242	223	233	229	2063
Actual	231	171	303	325	211	192	219	183	1835

Source : Navodaya Vidyalaya Samiti, New Delhi.

Table 5 : Region-wise Details Showing Grant-in-aid Received and Pattern of Expenditure

(Rs. in Lakh)

Grant-in-Aid/Expenditure	REGION : <u>LUCKNOW</u>				
	1994-95	1995-96	1996-97	1997-98	1998-99
Grand-in-Aid	1534.40	1615.66	1793.89	2139.83	2517.46
Actual Expenditure	1420.80 (100.00)	1575.71 (100.00)	1784.26 (100.00)	2154.94 (100.00)	2492.36 (100.00)
<u>Break-up of Expenditure</u>					
1. Salary	509.29 (35.85)	650.51 (41.29)	780.71 (43.76)	1148.57 (53.30)	1386.52 (55.63)
2. Expenditure on Students	646.73 (45.53)	683.47 (43.38)	717.98 (40.24)	733.67 (34.06)	809.61 (32.48)
3. Admission Test	16.45 (1.15)	15.98 (1.01)	12.48 (0.70)	13.94 (0.65)	9.15 (0.37)
4. Library, Lab, Sports, Equipment	21.89 (1.54)	16.40 (1.04)	22.53 (1.26)	29.57 (1.37)	32.12 (1.29)
5. Maintenance & Repairs	3.44 (0.24)	4.19 (0.26)	5.16 (0.29)	5.91 (0.27)	11.84 (0.48)
6. Other Items	223.00 (15.69)	205.16 (13.02)	245.40 (13.75)	223.28 (10.36)	243.12 (9.75)

Grant-in-Aid/Expenditure	REGION : <u>CHANDIGARH</u>				
	1994-95	1995-96	1996-97	1997-98	1998-99
Grand-in-Aid	1207.98	1176.02	1275.74	1574.71	1805.69
Actual Expenditure	1027.57 (100.00)	1110.61 (100.00)	1224.93 (100.00)	1546.25 (100.00)	1792.81 (100.00)
<u>Break-up of Expenditure</u>					
1. Salary	422.72 (41.14)	509.72 (45.90)	569.90 (46.52)	825.11 (53.36)	983.64 (54.87)
2. Expenditure on Students	431.81 (42.02)	446.24 (40.18)	474.96 (38.77)	498.62 (32.25)	539.85 (30.12)
3. Admission Test	7.93 (0.77)	9.81 (0.88)	10.99 (0.90)	10.42 (0.67)	12.98 (0.72)
4. Library, Lab, Sports, Equipment	21.81 (2.12)	9.39 (0.85)	8.90 (0.73)	22.34 (1.44)	25.35 (1.41)
5. Maintenance & Repairs	5.53 (0.54)	0.24 (0.02)	8.34 (0.68)	14.55 (0.94)	20.86 (1.16)
6. Other Items	137.77 (13.41)	135.21 (12.17)	151.84 (12.40)	175.21 (11.34)	210.03 (11.72)

Table 5 (contd...)

(Rs. in Lakh)

Grant-in-Aid/Expenditure	REGION : BHOPAL				
	1994-95	1995-96	1996-97	1997-98	1998-99
Grand-in-Aid	1724.68	1796.56	1913.58	2507.53	3125.31
Actual Expenditure	1496.54 (100.00)	1736.77 (100.00)	1951.80 (100.00)	2484.31 (100.00)	3073.51 (100.00)
<u>Break-up of Expenditure</u>					
1. Salary	554.13 (37.03)	695.18 (40.03)	818.89 (41.96)	1224.51 (49.29)	1582.63 (51.49)
2. Expenditure on Students	675.56 (45.14)	740.43 (42.63)	783.24 (40.13)	870.56 (35.05)	1021.49 (33.24)
3. Admission Test	9.08 (0.61)	15.27 (0.88)	7.46 (0.38)	9.54 (0.38)	11.29 (0.37)
4. Library, Lab, Sports, Equipment	20.87 (1.39)	14.48 (0.83)	16.68 (0.85)	33.47 (1.35)	40.40 (1.31)
5. Maintenance & Repairs	5.76 (0.38)	3.67 (0.21)	0.10 (0.01)	0.30 (0.01)	6.88 (0.22)
6. Other Items	231.14 (15.45)	267.74 (15.42)	325.43 (16.67)	345.93 (13.92)	410.82 (13.37)

Grant-in-Aid/Expenditure	REGION : HYDERABAD				
	1994-95	1995-96	1996-97	1997-98	1998-99
Grand-in-Aid	2202.21	3055.73	2529.66	2628.78	3787.56
Actual Expenditure	2003.15 (100.00)	2222.52 (100.00)	2491.40 (100.00)	2626.12 (100.00)	3708.99 (100.00)
<u>Break-up of Expenditure</u>					
1. Salary	769.27 (38.40)	966.91 (43.51)	1126.43 (45.22)	1512.98 (57.62)	2009.56 (54.18)
2. Expenditure on Students	922.92 (46.07)	975.55 (43.89)	1011.63 (40.60)	750.91 (28.59)	1195.23 (32.23)
3. Admission Test	19.28 (0.96)	25.05 (1.13)	24.44 (0.98)	26.35 (1.00)	29.39 (0.79)
4. Library, Lab, Sports, Equipment	41.30 (2.06)	18.32 (0.82)	24.55 (0.99)	22.08 (0.84)	47.19 (1.27)
5. Maintenance & Repairs	2.82 (0.15)	7.30 (0.33)	11.02 (0.44)	11.79 (0.45)	33.12 (0.89)
6. Other Items	247.56 (12.36)	229.39 (10.32)	293.33 (11.77)	302.01 (11.50)	394.50 (10.64)

Table 5 (contd...)

(Rs. in Lakh)

Grant-in-Aid/Expenditure	REGION : JAIPUR				
	1994-95	1995-96	1996-97	1997-98	1998-99
Grand-in-Aid	1254.42	1336.82	1450.91	1887.24	2296.72
Actual Expenditure	1114.97 (100.00)	1295.22 (100.00)	1424.77 (100.00)	1889.14 (100.00)	2263.96 (100.00)
Break-up of Expenditure					
1. Salary	412.09 (36.96)	522.80 (40.36)	615.33 (43.19)	982.33 (52.00)	1242.54 (55.13)
2. Expenditure on Students	511.76 (45.90)	560.97 (43.32)	569.57 (39.98)	626.35 (33.16)	677.79 (30.07)
3. Admission Test	19.28 (1.72)	14.24 (1.10)	10.34 (0.72)	14.00 (0.74)	14.13 (0.63)
4. Library, Lab, Sports, Equipment	20.92 (1.88)	11.89 (0.92)	9.15 (0.64)	22.08 (1.17)	27.87 (1.24)
5. Maintenance & Repairs	8.00 (0.72)	8.33 (0.64)	6.54 (0.46)	11.79 (0.62)	22.28 (0.99)
6. Other Items	142.92 (12.82)	176.99 (13.66)	213.84 (15.01)	232.59 (12.31)	269.35 (11.94)

Grant-in-Aid/Expenditure	REGION : PATNA				
	1994-95	1995-96	1996-97	1997-98	1998-99
Grand-in-Aid	1214.99	1341.76	1432.37	1854.27	2219.46
Actual Expenditure	1073.20 (100.00)	1275.31 (100.00)	1400.18 (100.00)	1862.42 (100.00)	2193.63 (100.00)
Break-up of Expenditure					
1. Salary	361.88 (32.79)	495.48 (38.85)	611.85 (43.70)	968.73 (52.01)	1186.95 (54.11)
2. Expenditure on Students	532.54 (49.62)	541.95 (42.50)	538.72 (38.48)	626.82 (33.66)	715.36 (32.61)
3. Admission Test	4.60 (0.43)	9.47 (0.74)	13.63 (0.97)	12.03 (0.65)	13.74 (0.63)
4. Library, Lab, Sports, Equipment	13.80 (1.29)	9.80 (0.77)	11.99 (0.86)	28.53 (1.53)	30.78 (1.40)
5. Maintenance & Repairs	3.68 (0.34)	—	11.34 (0.80)	9.99 (0.54)	16.64 (0.76)
6. Other Items	166.70 (15.53)	218.61 (17.14)	212.65 (15.19)	216.65 (11.61)	230.16 (10.49)

Table 5 (contd...)

(Rs. in Lakh)

Grant-in-Aid/Expenditure	REGION : <u>PUNE</u>				
	1994-95	1995-96	1996-97	1997-98	1998-99
Grand-in-Aid	1188.32	1254.79	1335.61	1716.27	2093.43
Actual Expenditure	1067.55 (100.00)	1227.98 (100.00)	1315.82 (100.00)	1705.94 (100.00)	1980.73 (100.00)
<u>Break-up of Expenditure</u>					
1. Salary	413.36 (38.73)	542.12 (44.15)	635.12 (48.27)	955.45 (56.01)	1166.17 (58.88)
2. Expenditure on Students	432.26 (40.49)	450.48 (36.68)	453.34 (34.45)	488.58 (28.64)	538.77 (27.20)
3. Admission Test	11.25 (1.05)	13.94 (1.14)	12.59 (0.96)	10.27 (0.60)	8.98 (0.46)
4. Library, Lab, Sports, Equipment	16.06 (1.50)	12.05 (0.98)	9.93 (0.75)	18.74 (1.10)	17.50 (0.88)
5. Maintenance & Repairs	2.58 (0.24)	—	0.68 (0.05)	2.06 (0.12)	1.64 (0.08)
6. Other Items	192.04 (17.99)	209.39 (17.05)	204.16 (15.52)	230.84 (13.53)	247.67 (12.50)

Grant-in-Aid/Expenditure	REGION : <u>SHILLONG</u>				
	1994-95	1995-96	1996-97	1997-98	1998-99
Grand-in-Aid	961.15	1084.05	1198.75	1589.11	1829.44
Actual Expenditure	816.41 (100.00)	944.30 (100.00)	1157.84 (100.00)	1491.38 (100.00)	1763.95 (100.00)
<u>Break-up of Expenditure</u>					
1. Salary	326.50 (39.99)	418.05 (44.27)	526.70 (45.49)	755.72 (50.67)	998.27 (56.59)
2. Expenditure on Students	299.76 (36.72)	339.13 (35.92)	415.08 (35.85)	494.48 (33.18)	524.80 (29.76)
3. Admission Test	13.07 (1.60)	15.68 (1.66)	8.45 (0.73)	15.72 (1.05)	8.31 (0.47)
4. Library, Lab, Sports, Equipment	12.72 (1.56)	9.20 (0.97)	13.17 (1.14)	27.93 (1.87)	24.63 (1.40)
5. Maintenance & Repairs	31.99 (3.92)	—	6.29 (0.54)	8.39 (0.56)	20.00 (1.13)
6. Other Items	132.37 (16.21)	162.24 (17.18)	188.15 (16.25)	189.14 (12.68)	187.94 (10.65)

CHAPTER II

PROFILE OF THE REGIONAL OFFICES OF LUCKNOW AND CHANDIGARH

In the previous chapter a brief description was made of the Navodaya Vidyalaya scheme and the growth of Navodaya Vidyalayas over the years. It was brought out that the scheme has made considerable progress over the last 13-14 years and that every year around 25 thousand children are admitted to the Navodaya Vidyalayas all over the country. It had also been indicated that the present study is based on three Navodaya Vidyalayas each from the states of Uttar Pradesh and Himachal Pradesh between which we will attempt to make a comparative study. In this chapter, therefore, we will briefly present a picture of the two regional offices, which control the administrative functioning of the schools located in these two states. The Navodaya Vidyalaya Samiti, as has been indicated earlier, has eight regional offices all over the country and Uttar Pradesh and Himachal Pradesh are controlled by the regional offices located at Lucknow and Chandigarh respectively.

Since U.P. is a very large state the regional office of Lucknow has the Navodaya Vidyalayas of only one state. In the case of Chandigarh, on the other hand, there are three states namely Himachal Pradesh, Punjab and Jammu and Kashmir and the Union Territory of Chandigarh under it. At present (1998-99) there are 52 Navodaya Vidyalayas under the Lucknow regional office and 37 under Chandigarh. In both the regions the first schools were located in 1986-87. Their growth pattern is shown below:

Year	Lucknow Region	Chandigarh Region
1986-87	10	14 (Himachal 4)
1992-93	44	35 (Himachal 10)
1998-99	52	37 (Himachal 10)

It is quite clear from the figures stated above that by the year 1992-93 maximum coverage had been done in both the regions. Since then only eight schools have been sanctioned in Lucknow region and two in Chandigarh region. As far as Himachal Pradesh is concerned, the total number of Navodaya Vidyalayas in the state stands at 10 presently and all these had been sanctioned by 1992-93 itself. The sanction depends on availability of 30 acres of free land and also rent free temporary accommodation for three years till the campus of the Navodaya Vidyalaya can be constructed. In the case of U.P. the number of districts presently stands at 83 and thus as many as 31 districts have yet to be covered. It is surprising to note that Lucknow district till date does not have a Navodaya Vidyalaya. This is primarily so because initially it was not possible for the government to provide a suitable 30 acre site for this purpose. However, for nearly five years the authorities have failed to find a temporary site despite the fact that a 30 acre plot has been identified and cleared for setting up of the Navodaya Vidyalaya in the state capital. In the case of Himachal Pradesh the state being small there are only 12 districts. The two districts, which remain uncovered so far are Kulu and Lahaul & Spiti. The second is a tribal district and efforts are on for the sanction of space. In the case of Kulu adequate arrangements of land have yet to be made.

The rules of the Samiti state that along with 30 acres of land the district administration must also provide rent free accommodation for a period of 3 years so that the Navodaya Vidyalaya can function on temporary site. And as soon as the district gets clearance the Samiti begins the procedure of selecting students for admission and funds are sanctioned for the construction of the Navodaya Vidyalaya. However, in cases like Lucknow, where the permanent site has been selected and yet the Vidyalaya has not been sanctioned for want of a temporary site, the children of the district are the sufferers. There is, therefore, a need to revise the policy of the Samiti and to go ahead with construction with the aim that within a year sufficient construction will be done to enable the Navodaya Vidyalaya to start functioning with class VI students. Selection procedure in such cases can be initiated after a lapse of one year from the date of sanction of the Navodaya Vidyalaya. Not only are the children suffering but with each year passing the cost of construction too has been rising and the entire programme of coverage of all districts is being affected.

ADMINISTRATIVE SET UP OF THE REGIONAL OFFICE

Each regional office of the Navodaya Vidyalaya Samiti is headed by a Deputy Director. He is assisted by a team of four Assistant Directors, one each to take care of school administration, establishment and personnel, academic and training. Besides this the regional office has one Executive Engineer (Construction) and an Accounts Officer. All these are officials in the regional office. The other staff comprises of two section officers, four assistants, three stenos, one PA to Deputy Director, three audit assistants, three LDCs and one UDC. The class four employees comprise of three

peons, and one each in the category of driver, photo-copier operator, Chawkidar and sweeper. In this way the regional office has around 32 persons in all.

Looking at the present record of the two regional offices it was observed that the present Deputy Directors are Dr. U.C. Bajpai of Lucknow Region and Dr. P.S. Salaria of Chandigarh Region. While Dr. Bajpai has been holding the position since June 1997, Dr. Salaria has been the Deputy Director since September, 1996. Prior to them Lucknow and Chandigarh Regions have seen four and three Deputy Directors respectively. Their names and period in office are indicated below:

LUCKNOW REGION		CHANDIGARH REGION	
Shri A.K. Varshney	16-12-87 to 30.06.89	Shri Manmohan Singh	15.08.87 to 12.03.90
Dr. M.K. Charlu	30.06.89 to 29.05.91	Dr. J.C. Handa	17.05.90 to 10.05.93
Shri P.V. Subbaiah	31.05.91 to 03.08.94	Shri Kuldeep Singh	11.05.93 to 18.07.96
Shri S. Haque	03.08.94 to 04.06.97		

The Assistant Directors who are presently in the Lucknow Regional Office are Mrs. Sudha Sharma, Mr. P.S. Kausal, Mr. K.K. Yadav and Mr. V.D. Tripathi with the exception of Mrs. Sudha Sharma all other Assistant Directors have the experience of having been the Principal of at least one Navodaya Vidyalaya either in U.P. or another state.

The Assistant Directors in Chandigarh Regional Office are Mr. B.R. Gautam, Mr. S.K. Sharma and Mr. P.K. Sharma. All these three Assistant Directors have been

Principals of some Navodaya Vidyalayas of Himachal Pradesh. It may, therefore, be pointed out that the team of Assistant Directors with both Deputy Directors is extremely capable since they have themselves, at some time, held the charge of one or more Navodaya Vidyalaya and they are able to understand the problems and difficulties of the present Principals much better since they have themselves gone through these troubles themselves.

As is the case with the Head Office, New Delhi, even the two Regional Offices do not have their own office building. The Regional Office, Lucknow is functioning from a rented building, which is not good enough to serve the purpose of the Regional Office, which controls as many as 52 Navodaya Vidyalayas and even the Deputy Director does not have an additional room where visitors can wait while the Deputy Director can dispense with the work or meeting he is already engaged in and call the person waiting to meet him. Yet the regional office is spending large sums of money on the monthly rent of the building.

The Regional Office, Chandigarh, is lucky in the sense that although they do not have a building of their own, they have been sharing the office with the Adult Education Department and do not have to pay any rent for it. It was, however, good to note that land sites have been approved for both Regional Offices and they should be having their own buildings in the near future.

In both regional offices, there is only one vehicle and that too is old and so is constantly in need of repairs. The Regional Offices suffer on account of the fact that the Samiti has not been able to formulate and approve its condemnation policy so far. The Regional Offices of Lucknow and Chandigarh have under them 52 and 37 Navodaya

Vidyalayas respectively and each of the Assistant Directors have been given the responsibility of 12-15 schools where regular inspection has to be carried out by them. As has already been indicated, most Navodaya Vidyalayas are located in the rural areas and that too at a considerable distance from the district headquarters. Touring regularly, becomes a difficult job for them but if each Regional Office is given two Jeeps then these inspections can be made more easily and effectively on a timely basis. The car is of course needed for work at the Regional Office.

VIEWS OF THE DEPUTY DIRECTOR AND HIS OFFICIAL TEAM

In both the Regional Offices we had fairly lengthy discussions with the respective Deputy Directors as well as his team of Assistant Directors and touched on all aspects related to functioning and administration of the Navodaya Vidyalayas such as location of these schools, selection of children, reservation policy, etc. The views expressed by them are being highlighted below.

With respect to location of the Navodaya Vidyalayas, the officials were critical of the attitude of the respective governments in providing free land. In the first place the land provided is of extremely poor quality. It is either a river bed, sodic land, remote locations and at times even cremation grounds have been converted into a campus of Navodaya Vidyalayas. Although, when land is to be provided it must be suitable from different angles such as access to roads, water, electricity, medical facilities, banking and postal services, etc. But these considerations were not seriously taken care of particularly in the old established Navodaya Vidyalayas. Political considerations and pressures have also played a big role in the decision to locate a Navodaya Vidyalaya in

a particular place. It was either the local MP or MLA who wanted to enjoy a political mileage by getting a Navodaya Vidyalaya located in his Constituency. He, therefore, pressurized the District Magistrate into recommending the site. Once a site is selected and a Navodaya Vidyalaya is established the location problem became an integral part of the Vidyalaya and the Vidyalaya has to live with this drawback. Such political pressures are being exerted even at present. The officials, therefore, very strongly feel that utmost care should be taken in site selection. That Senior Engineers from the Samiti Head Office must visit the site and get the proper soil tests and water tests conducted. They must also hold consultations with the Deputy Director of the Regional Office, Regional Engineer and a few Principals to have their opinion before giving clearance to the site.

Coming to the policy of reservation, everyone is unanimous in expressing the view that since the reservation policy is good as such it is required since it provides an opportunity to everyone to avail the opportunity of good quality education free of cost. They are, therefore, not against the scheme that qualifying levels are different for different categories of students. However, they feel that since reservation policy goes down to the block level this raises some problems. For instance if the minimum qualifying percentage is 50 per cent and a particular block has a quota of only 2 children then the two children with highest marks get selected, while two more children who might have got very high marks are left out. In the other block, on the other hand, six children have to be selected and the performance level of children may be such that each of the selected students might have got only around 50-55 per cent marks. The officials therefore feel that while even block level reservations can be retained to ensure that children from all over the district get selected to Navodaya Vidyalayas the

population must not be the sole consideration for fixing the number of children to be selected from each block.

Similarly, the officials feel that the admission test policy too needs to be reviewed and an element of subjectivity can be incorporated in the admission test. The purely objective type tests might have been needed in 1985 when there were a number of first generation learners. However, over the past 14-15 years considerable improvements have taken place all over the country and so suitable adjustments can now be made. Another area which, need a second thought is that presently the admission tests are being held at the respective block headquarters and there is a possibility of some unfair practice being adopted in the conduct of the admission test. It is felt that if the tests are held in the Navodaya Vidyalaya under the proper supervision of the teaching staff of the respective Vidyalayas the tests can be conducted in a more-fair atmosphere. The apprehension that unfair means are being used in the admission test stem from the fact that in Class VI there are some children who are so poor that they do not even recognize and know the Hindi alphabets. These are the ones who tend to remain weak throughout their stay in the Navodaya Vidyalaya.

The views of officials which emerged out of the discussions with respect of the Samiti's policy of not failing children in the home examinations clearly brought out the fact that there is a percentage of children who remain weak and they can not be brought upto the standard of the rest of the class even by asking them to repeat the examinations. Given the present policy these children and also their parents are carefree because they are aware of the fact that upto Class X there is going to be no problem of promotion irrespective of their class performance. However, since the Samiti does not allow failures of Class X to move to Class XI it can think of imposing some

restrictions on the children who are not performing well in Class VIII. Such students must be given every opportunity to improve their performance but they and also their parents must be given clear instructions that action can be taken against them in case they fail to achieve the minimum qualifying standards. Even this fear may be a sufficient impetus to make such children perform better. Right from Class VI the teachers are constantly striving to improve to level of learning of the weak children through the teaching in class lectures, supervised studies and through remedial classes. The unit tests are a means of continuous evaluation of the children and so a considerable effort is made by teachers to improve those children who are relatively weak. Thus, by the time a child reaches Class VIII the teachers have already put in sufficient hard work and efforts over their improvement.

In all the Navodaya Vidyalayas it is invariably found that the actual strength of the teachers in different categories is below the sanctioned posts for that category in the school. The discussions highlighted the fact that while making appointments of various teachers the reservation policy of the Central Government has to be kept in mind. Consequently while it is always easy to find adequate number of teachers from the general category, the suitable teachers from the SC/ST category are not always easily available particularly for the science subjects. What, therefore, happens, is that the reserved category posts lie vacant. Every Navodaya Vidyalaya has the science stream and so sufficient number of physics, chemistry and maths teachers are an essential pre-condition. Whenever the actual strength goes on below the sanctioned posts temporary arrangements have to be made. At times the science teacher from an adjoining Navodaya Vidyalaya is requested to come for a week or so. In such case the students of the Vidyalaya, to which this teacher belongs, are the sufferers. The other way out is that the Principal can make ad-hoc appointments for short duration. It is not always

easy to find good quality teachers from the vicinity of the Navodaya Vidyalaya. Moreover, these do not qualify for a residence and so have to commute daily from their residence to the Navodaya Vidyalaya. In places like Mirzapur this can be extremely bothersome. Their teaching efficiency and interest thus goes down. The Samiti must, therefore, make suitable arrangements to ensure that all Navodaya Vidyalayas have adequate staff. The authorities also feel that every Vidyalaya should be given a Vice-Principal irrespective of its strength as this will help in reducing the overall work-load of the Principals. Moreover, with the experience of being Vice-Principals, they will later prove to be worthy Principals when an opportunity comes their way.

Along with the strength of the teaching staff the directorate officials also feel that the non-teaching staff sanctioned per Navodaya Vidyalaya is not sufficient keeping in view the strength of students and the size of the campus. Thus posts like Peon and Mali (Gardner) should be sanctioned and the number of Chawkidars and helpers in the mess should be suitably increased. Every Navodaya Vidyalaya should have a hostel Warden, a female staff nurse and laboratory attendant.

A very significant objective of the Navodaya Vidyalayas is to inculcate the feeling of national integration through the scheme of migration. Children in Class IX go to a non-Hindi speaking district from a Hindi speaking one and vice-versa and in this way learn about the culture of the different states. However, the officials feel that even the migration policy needs to be reviewed. In the first instance the policy has been reduced to a one-year scheme because of some technical problems created by some states regarding admission in professional courses. The other problem lies in the fact that the migration scheme is posing problem in some special cases. The typical case is of the North-Eastern states. In these states the foods habits are rather peculiar and people

eat almost everything in the name of non-vegetarian. Secondly, the society is more permissive. And there is the ethnic problem and the fact that people in these areas are generally more aggressive. As a result of all these factors students from other states find it rather difficult to adjust when they go under the migration scheme. Added to this is the fact that the geographical and climatic conditions too are so different from the plains that the child finds it extremely difficult to adjust in his new surroundings. It is, therefore, common to find that in Navodaya Vidyalayas whose migration tie-up is with schools in the North-East the children are very reluctant to go. There are hardly any volunteers and even when the children are decided through a lottery system they and their parents make every effort to avoid going to the North-East. In fact some parents are even willing to withdraw their children from the Navodaya Vidyalaya. A number of children who do go forcibly return as poor students and fare badly in the board exam of Class X. In such a situation it may be a good idea to introduce the necessary changes in the scheme.

The officials indicated that every year a considerable amount of money is spent on the repair and maintenance of the vehicles at the regional office as well as the Navodaya Vidyalayas. They, therefore, were of the opinion that a repair workshop should be set up in each regional office and this will simplify things considerably and reduce costs and ensure proper and timely repair.

As far as the problem related to getting repair and maintenance of buildings is concerned, the opinion were divided. Some felt that the procedure of getting estimates by an authorized agency and then getting clearance from the Samiti is cumbersome and that Principals face a genuine problem in getting clearance and so there are times when the amount lapses since the repair work could not be carried out in the financial

year for which the funds were granted. Others, however, felt that it is more of a psychological problem with the Principals and they probably want to be given a free hand at carrying out the repair work. But the financial norms have to be followed and that checks and balances are essential.

According to the old system the Samiti used to provide each Navodaya Vidyalaya with a 10 KV generator set so as to provide a stand-by arrangement to overcome the problem of load shedding and power failures. In the case of Uttar Pradesh power shortage has always been a serious problem and the 10 KV generator set proves to be insufficient to cater to the total requirement of the Navodaya Vidyalayas. Therefore, in order to manage things within the given constraints, power supply is made available in only those buildings, which are accorded top priority. In the Navodaya Vidyalayas, which are relatively new, the construction agency itself has to provide a 15 KV generator set. This has to be properly installed along with proper wirings so that alternative arrangements will be readily available. Thus, the regional office, Lucknow, feels that even the old established Navodaya Vidyalayas should be provided with an additional generator to cope with their power problem. The Vidyalayas of Himachal Pradesh, however, are fortunate since the state has surplus power and uninterrupted power-supply is normally received by the schools, except in the case of exceptional circumstances.

A very interesting observation made by one of the officials in a regional office was that the assessing of Navodaya Vidyalayas and the scheme as such is largely determined by the socio-economic background of the children. It was pointed out that those children who qualify from the disadvantaged group and from families living below the poverty line feel that the selection of their children has come as a big boon to them.

Their children are not only enjoying the benefits of good quality education but are being provided good meals and clothes to wear and are living in a good accommodation. This is something, which they themselves have been deprived of. In their opinion therefore these Navodaya Vidyalayas are very good because if their children had not qualified for admission there was every possibility that he/she might have been deprived of even the cheapest education in the area where they reside. As against this, children who come from well off families, whether in rural or urban areas, generally tend to find fault at the facilities, which the schools offer. They criticize the mess food and the hostel arrangements. Since they have been used to spending fairly large sums of money on the education and up-keep of their children, they fail to appreciate the efforts of the government despite the fact that they retain their children in these Navodaya Vidyalayas upto Class XII.

The problems related to discipline among children is relatively less in Himachal Pradesh. The types of problem, which emerge are that children in Navodaya Vidyalayas find some excuse or the other to take leave and then return not on the appointed date but after a number of days. They come back with medical certificates and then the school authorities can not even take serious action against the offenders.

In some Navodaya Vidyalayas problems arise on account of clashes among children on caste lines, regionalism, infighting among children in the hostel and misbehaviour between children themselves and between teachers and students.

A BRIEF STATISTICAL PICTURE OF THE TWO REGIONAL OFFICES

We have compiled some secondary information from both the Regional Offices and these relate to enrolment of children, strength of teachers, performance of the

children in the CBSE Board Examinations of Classes X and XII, and their expenditure pattern. These will be analyzed in brief. Since Himachal Pradesh is apart of the Regional Office, Chandigarh, we have also collected the same information for the 10 Navodaya Vidyalayas of Himachal as well. In the beginning of the chapter itself we have shown how the growth of Navodaya Vidyalayas have taken place since the inception of the scheme.

The strength of students is shown in Table 2.1. Since there are relatively more schools in Lucknow Region, the number of students are obviously higher in it as compared to Chandigarh. The year to year fluctuations are on account of new admissions, children passing out in Class XII, children having to leave school on being unsuccessful in class X examination and some children leaving school on medical or other grounds.

The staff position is given in Table 2.2. It is seen from the table that in all the four categories the actual strength is below the total number of posts, which are sanctioned for each category of teachers. In fact from 1995 to 1999 there was not a single year when even the posts of Principals had been fully filled in either of the two regions. However, in the case of Himachal Pradesh, all 10 Navodaya Vidyalayas had a regular Principal in 1997.

The situation is worse in the categories of teaching staff and the worst affected are TGTs. In 1995 for instance 260 positions were sanctioned for Lucknow region but the actual strength was only 169 and this work out to only 65 per cent. Likewise in the case of Chandigarh region only 144 out of the 166 sanctioned posts had been filled. This percentage (89 per cent) was much better as compared to Lucknow region. The

respective percentage of actual to sanctioned position was around 82 and 80 in case of TGTs in Lucknow and Chandigarh respectively, while it was 80 and 79 in the case of miscellaneous category of teachers in Lucknow and Chandigarh regions respectively. The Navodaya Vidyalayas of Himachal Pradesh have also had a shortage of teachers in all categories as had been the overall pattern of the Chandigarh region.

By the year 1999 things have improved for the better. The Samiti has been trying hard to make sure that posts do not lie vacant in the Navodaya Vidyalayas and as a result of this the percentage of actual to sanctioned posts has registered an increase in both the regions. Thus it touched over 93 and 97 per cent in the case of PGTs in Lucknow and Chandigarh respectively. Even with respect to TGTs the corresponding percentages had gone up to 87 and 97 per cent for the same two regions and they were 93 and 85 per cent in the case of the miscellaneous category teachers respectively.

If we add the three main categories of teachers, it is interesting to note that whereas the number of teachers has been going up steadily over the five years in Lucknow region there has been year-wise fluctuations in the case of Chandigarh region although if we take only 1995 and 1999 there is an overall increase. This fluctuation is much less in the case of Himachal Pradesh.

Table 2.3 gives the teacher student ratios for the respective regions. It is well known that the lesser the number of students per teacher the better it is considered to be as the teachers can then afford to pay greater attention on the students. In the case of Lucknow region it is observed that the teacher students ratio has been gradually been improving over the last five years. It was almost 22 during 1995 but then came down to 18.5 in 1999. The ratio is much better in the case of Chandigarh region as

compared to Lucknow, at every point of time. However, in the Navodaya Vidyalayas of Himachal Pradesh this ratio is higher in comparison to Chandigarh Region and is around that found in Lucknow region.

The Samiti has always laid great stress on the good performance of students in Classes X and XII. Thus one of the best ways of judging the quality of education being provided by the Navodaya Vidyalayas of any region to see how well the students have been performing in the CBSE Board examinations. This information is provided in Tables 2.4 and 2.5 for Class X and in Tables 2.6 and 2.7 for Class XII over the last five years. In an effort to go further into the different categories of students such as rural and urban and boys and girls the results have been shown separately as well. The information was not available at the regional office for children of different castes.

Table 2.5 is derived from Table 2.4 where the performance of students of different categories is given in percentage terms. It shows the pass percentage of students in each category such as rural, urban, boys and girls. It also indicates the overall pass percentage of all categories taken together and the percentage of children who secure first division out of total students who passed each year. It is quite evident from this table that as far as the two regions are concerned, the relative performance of Lucknow Region is better than that of Chandigarh Region. However, the Navodaya Vidyalayas of Himachal Pradesh has been even better. A comparison between boys and girls highlights the fact that by and large the boys have been performing better than girls in most cases with only one or two exceptions. This is against the normal run of things because girls generally perform better as compared to the boys. As far as the rural and urban students are concerned the patterns have been changing over the years and between each region. On the whole, therefore, we may say that although it

might be hypothesized that a child with an urban background is expected to have an edge above his rural counterpart this can be proved wrong by the rural children provided they too are given a conducive atmosphere to study.

The details related to performance of children in the CBSE Class XII examination is depicted in Table 2.6 for the two regions under detailed study. Along with it data for the schools of Himachal Pradesh are also provided since it is this state from which we have selected our Navodaya Vidyalayas for detailed survey. As had been done in the case of the analysis of Class X results we have again derived Table 2.7 from the details of Table 2.6 in order to analyze the performance of students who appeared in the Class XII examinations.

In the case of the performance levels between the two regions as observed from the overall pass percentages in Class XII, it is seen that the performance level of Chandigarh Region is relatively better than that of Lucknow Region. In fact Lucknow Region's overall pass percentage has never even touched 80 per cent in any of the five years. The situation was the other way round with respect to the performance of students in Class X. However, the Navodaya Vidyalayas of Himachal Pradesh continue to have a much better performance than either of the two Regions. It had been observed that the performance of boys in Class X had been found to be better as compared to their female counterparts. This had been proved contrary to the general belief that girls are more studious and more sincere and so they normally score over boys. However, the results of Class XII once again prove this point for their results over the five year period and across the regions and in HP are generally better than that of the boys with a few exceptions. Once again the performance of rural children confirms the belief that the handicap of the background can easily be overcome by children once

they get a proper environment for studies. In other words it can easily be summed up that the calibre of rural children is at par with those who have an urban background.

One interesting fact, which emerges from Table 2.7 relates to the proportion of students securing first division marks out of the total who pass Class XII. The children from Lucknow Region seem to have a much better conversion rate since over 50 per cent of them secure marks in excess of 60 per cent. These percentages were low in Himachal Pradesh during 1995 and 1996 but have been improving since then. In the case of Chandigarh Region the best they could achieve was around 51 per cent in 1997 and 1999.

We will now have a look at the expenditure pattern of these schools. Table 2.8 shows the grant-in-aid received and expenditure made over a five-year period. Grants, which these regional offices or the Navodaya Vidyalayas in Himachal Pradesh have been receiving is adequate since the expenditure is always lower than the grant-in-aid received. The only exception being Lucknow Region during 1997-98 and Himachal Pradesh during 1998-99. However, the difference was negligible in the case of Himachal and even for a regional office as big as Lucknow the difference was only a few lakhs. This could very well have been caused due to some extra-ordinary expenses, which may have been undertaken.

Table 2.9 gives a year-wise break-up of the expenditure under some major heads of expenditure. The Regional Offices had provided the details of expenditure for all heads of expenditure. We have clubbed them together for our convenience. The two most important heads of expenditures, as can be expected, are payment to the various categories of staff and expenditure on students. Since the salary bills of the

staff go up every year as a result of increments and increased dearness allowance, etc. the expenditure on staff has steadily been going up. Similarly expenditure on students have also been on the increase as the enrolment figures have also shown an increasing trend. However, what is seen is that initially a greater share of the total expenditure was on students. Over the years the staff expenditure has occupied the prominent position. By 1998-99 the share of expenditure on staff out of total expenditure has gone up from around 36 per cent to 55 per cent and from around 41 to 52 per cent in the case of Lucknow and Chandigarh regions respectively. Even in the case of Himachal Pradesh this share has increased from around 43 per cent (1994-95) to around 53.5 per cent (1998-99). While in absolute terms the figures of expenditure on students has been increasing, the share to total expenditure has been going down. This is also partly due to the fact that expenditure on students which is sanctioned for different items such as mess, uniform, books and stationery, toilet items, travel and medical, etc. have not changed for some time. On the basis of the total expenditure in each Region and in Himachal Pradesh Navodaya Vidyalayas and the strength of students, it was found that the overall expenditure per child during 1998-99 worked out to Rs.15,520 and Rs.16,384 in Lucknow and Chandigarh regions and Rs.15,070 in the case of the Navodaya Vidyalayas of Himachal Pradesh taken separately.

This in brief is an account of how the two regional offices have been growing over the past few years.

From each of the two states namely Uttar Pradesh and Himachal Pradesh we have selected three Navodaya Vidyalayas each. We decided to select the good Vidyalayas from each state such that the comparison could be meaningful, a very brief sketch is being given below of our selected Navodaya Vidyalayas.

NAVODAYA VIDYALAYAS OF UTTAR PRADESH				
District	Location (Block)	Year of Establishment	Principal	Distance from District Head Quarters
Almora	Tarikheth	1987-88	Shri K.N. Upadhyaya	55 Kms.
Mirzapur	Patehra Kalan	1987-88	Shri B.S.S. Rautela	30 Kms.
Sitapur	Khairabad	1988-89	Mrs. C. Shome	08 Kms.
NAVODAYA VIDYALAYAS OF HIMACHAL PRADESH				
District	Location (Block)	Year of Establishment	Principal	Distance from District Head Quarters
Shimla	Theog	1986-87	Shri P.K. Sharma	32 Kms.
Mandi	Pandoh	1986-87	Shri V.S. Ahlawat	17 Kms.
Una	Plkhubela	1987-88	Shri N.S. Sagoo	08 Kms.

In the next chapter we will now focus our attention towards our selected Navodaya Vidyalayas and analyze the primary information, which we have compiled from each of these schools and from the respective principals as well as the teaching staff employed in these Vidyalayas.

Table 2.1: Year-wise Strength of Students in the Navodaya Vidyalayas in Lucknow and Chandigarh Regions

Year	Strength of Students (Classes VI to XII)		
	Lucknow Region	Chandigarh Region	10 NVs of Himachal Pradesh
1994-95	14,228	9,746	3,323
1995-96	14,847	10,183	3,447
1996-97	15,508	9,997	3,334
1997-98	15,437	10,298	3,377
1998-99	16,101	10,835	3,402

Table 2.2 : Region-wise Strength of Teaching Staff

Region/Year	Categories of Teachers							
	Principal		PGTs		TGTs		Misc. Category	
	Sanc-tioned	Actual	Sanc-tioned	Actual	Sanc-tioned	Actual	Sanc-tioned	Actual
<u>As on 31.3.95</u>								
Lucknow Region	45	42	260	169	358	293	235	188
Chandigarh Region	36	30	161	144	311	248	197	156
10 NVs of HP	10	07	063	053	089	070	055	048
<u>As on 31.3.96</u>								
Lucknow Region	45	42	305	219	427	303	239	210
Chandigarh Region	36	29	241	185	314	261	201	166
10 NVs of HP	10	08	068	045	090	077	056	052
<u>As on 31.3.97</u>								
Lucknow Region	46	43	303	259	413	329	244	201
Chandigarh Region	36	32	233	159	313	239	224	145
10 NVs of HP	10	10	072	048	089	070	057	047
<u>As on 31.3.98</u>								
Lucknow Region	45	44	299	279	395	327	248	222
Chandigarh Region	37	28	223	180	307	248	198	167
10 NVs of HP	10	09	067	056	088	074	055	051
<u>As on 31.3.99</u>								
Lucknow Region	46	45	314	294	393	344	248	231
Chandigarh Region	37	31	231	226	309	299	202	171
10 NVs of HP	10	09	063	060	088	076	055	051

Table 2.3 : Region-wise Teacher-Student Ratio

Name of Region	1995	1996	1997	1998	1999
<u>Lucknow Region</u>					
Total Students	14,228	14,847	15,508	15,437	16,101
No. of Teachers	650	732	789	828	869
Teacher-Students Ratio	21.89	20.28	19.66	18.64	18.53
<u>Chandigarh Region</u>					
Total Students	9,746	10,183	9,997	10,298	10,835
No. of Teachers	548	612	543	596	696
Teacher-Students Ratio	17.78	16.64	18.41	17.28	15.57
<u>10 NVs of HP</u>					
Total Students	3,323	3,447	3,334	3,377	3,402
No. of Teachers	171	174	165	181	187
Teacher-Students Ratio	19.43	19.81	20.21	18.66	18.19

Table 2.4: Region-wise Performance of Students in Class X

Year and Region	Appeared in Exam					Passing the Exam					Children Securing		
	Boys		Girls		Total	Boys		Girls		Total	Between 60% & 75%	Above 75%	Total First Divisions
	Rural	Urban	Rural	Urban		Rural	Urban	Rural	Urban				
<u>1995</u>													
Lucknow Region	690	192	228	84	1194	557	167	172	66	962	359	90	449
Chandigarh Region	626	136	286	94	1142	490	98	223	62	873	239	45	284
NVs of HP	215	036	107	27	385	186	34	84	22	326	88	19	107
<u>1996</u>													
Lucknow Region	1148	264	333	101	1846	945	224	260	82	1511	635	251	886
Chandigarh Region	630	111	304	72	1117	496	89	236	61	882	304	67	371
NVs of HP	228	042	115	19	404	185	40	97	18	340	131	33	164
<u>1997</u>													
Lucknow Region	1043	262	348	109	1762	971	238	327	99	1635	569	172	741
Chandigarh Region	835	148	462	101	1546	654	108	324	81	1167	336	34	370
NVs of HP	323	54	175	042	594	283	47	148	38	516	167	22	189
<u>1998</u>													
Lucknow Region	1294	311	507	140	2252	1188	299	418	124	2029	827	311	1138
Chandigarh Region	903	160	479	117	1659	736	130	371	098	1335	497	94	591
NVs of HP	334	048	178	040	0600	316	043	166	036	0561	265	57	322
<u>1999</u>													
Lucknow Region	1170	299	477	129	2075	1018	258	384	106	1766	733	264	997
Chandigarh Region	699	136	377	107	1319	561	113	268	081	1023	378	091	469
NVs of HP	233	043	134	027	0437	203	039	109	022	0373	166	043	209

Table 2.5: Region-wise Pass Percentage of Different Categories of Students in Class X

Year/ Region	Overall Pass %	Boys	Girls	Rural Students	Urban Students	% Securing 1 st Division out of those who Pass
1995						
Lucknow Region	80.75	82.09	76.28	79.41	62.68	46.67
Chandigarh Region	76.44	77.16	75.00	78.18	67.22	32.53
NVs of HP	84.67	87.65	79.10	83.85	88.89	32.82
1996						
Lucknow Region	81.85	82.79	78.80	81.36	83.33	58.64
Chandigarh Region	78.96	78.95	78.99	78.37	81.97	42.06
NVs of HP	84.16	83.33	85.82	82.22	95.08	48.23
1997						
Lucknow Region	92.79	92.64	93.22	93.31	90.84	45.32
Chandigarh Region	75.48	77.52	71.94	75.40	75.90	31.70
NVs of HP	86.87	87.53	85.71	86.55	88.54	36.63
1998						
Lucknow Region	90.10	92.65	83.77	89.17	93.79	56.09
Chandigarh Region	80.47	81.45	78.69	80.10	82.31	33.27
NVs of HP	93.50	93.98	92.66	94.14	89.77	57.40
1999						
Lucknow Region	85.11	88.86	80.86	85.12	85.05	56.46
Chandigarh Region	77.56	80.72	72.11	77.04	79.83	45.85
NVs of HP	85.35	87.68	91.92	85.01	87.14	56.03

Table 2.6: Region-wise Performance of Students in Class XII

Year and Region	Appeared in Exam					Passing the Exam					Children Securing		
	Boys		Girls		Total	Boys		Girls		Total	Between 60&75%	Above 75%	Total First Divisions
	Rural	Urban	Rural	Urban		Rural	Urban	Rural	Urban				
1995													
Lucknow Region	535	127	109	50	821	384	108	85	33	610	288	29	317
Chandigarh Region	312	059	184	34	589	231	42	137	23	434	127	11	138
NVs of HP	149	027	074	20	270	128	18	57	14	217	66	3	69
1996													
Lucknow Region	854	196	234	73	1357	592	152	175	64	983	426	58	484
Chandigarh Region	387	130	191	68	776	280	102	151	49	582	244	17	261
NVs of HP	196	52	92	34	374	150	47	79	31	307	143	6	149
1997													
Lucknow Region	577	151	163	65	956	448	115	138	54	755	401	40	441
Chandigarh Region	263	51	152	43	509	226	39	121	33	419	192	23	215
NVs of HP	135	22	67	19	243	115	19	58	15	207	107	13	120
1998													
Lucknow Region	830	188	199	73	1290	664	137	153	63	1017	573	71	644
Chandigarh Region	324	66	162	38	590	257	53	142	34	486	200	16	216
NVs of HP	156	28	63	13	260	121	24	55	12	212	100	9	109
1999													
Lucknow Region	754	191	262	72	1279	587	154	207	58	1006	526	56	582
Chandigarh Region	434	78	191	50	753	392	66	165	42	665	323	21	344
NVs of HP	209	32	104	14	359	195	30	96	12	333	185	14	199

Table 2.7: Region-wise Pass Percentage of Different Categories of Students in Class XI

Year/ Region	Overall Pass %	Boys	Girls	Rural Students	Urban Students	% Securing 1 st Division out of those who Pass
1995						
Lucknow Region	74.30	74.32	74.21	72.83	79.66	51.97
Chandigarh Region	73.68	73.58	73.85	74.19	70.97	31.80
NVs of HP	80.37	82.95	75.53	82.96	68.08	31.79
1996						
Lucknow Region	72.44	70.86	77.85	70.50	80.30	49.23
Chandigarh Region	75.00	73.89	77.22	74.57	76.26	44.85
NVs of HP	82.08	79.43	87.30	79.51	90.69	48.53
1997						
Lucknow Region	78.97	77.33	84.21	79.19	78.24	58.41
Chandigarh Region	82.32	84.39	78.97	83.61	76.60	51.31
NVs of HP	85.18	85.35	84.88	85.64	82.93	57.97
1998						
Lucknow Region	78.84	78.68	79.41	79.40	76.63	63.32
Chandigarh Region	82.37	79.49	88.00	82.10	83.65	44.44
NVs of HP	81.54	78.80	88.16	80.36	87.80	51.41
1999						
Lucknow Region	78.66	78.41	79.34	78.15	80.61	57.85
Chandigarh Region	88.31	89.45	85.89	89.12	84.37	51.72
NVs of HP	92.76	93.36	91.53	92.97	91.30	59.76

Table 2.8 : Year-wise Details of Grant-in-aid and Total Expenditure

(Rs. in Lakh)					
Name of Region	1994-95	1995-96	1996-97	1997-98	1998-99
<u>Lucknow Region</u>					
Grant-in-aid	1537.64	1599.75	1838.89	2139.83	2533.32
Total Expenditure	1421.21	1591.78	1783.74	2154.99	2498.90
<u>Chandigarh Region</u>					
Grant-in-aid	1198.95	1161.62	1260.88	1644.42	1790.73
Total Expenditure	1024.31	1102.53	1203.27	1467.64	1775.14
<u>NVs of HP</u>					
Grant-in-aid	339.68	343.35	368.84	478.40	512.62
Total Expenditure	307.32	332.68	355.96	452.83	512.79
Grant-in-aid as a % of the Total Grant to Chandigarh Region	28.33	29.56	29.25	29.03	28.63

Table 2.9 : Year-wise Details of Expenditure for Different items of Expenditure

(Rs. in Lakh)

Region and Head of Account	1994-95	1995-96	1996-97	1997-98	1998-99
Lucknow Region					
1.Staff Payments	509.49(35.85)	651.23(40.91)	780.71(43.77)	1148.60(53.30)	1386.53(55.48)
2.Exp. on Students	646.93(45.52)	683.64(42.95)	717.96(40.25)	733.67(34.05)	809.61(32.40)
3.Admission Test	17.25(1.21)	16.99(1.07)	13.57(0.76)	14.87(0.69)	9.88(0.40)
4.Library, Laboratory, Sports,etc.	58.43(4.11)	58.82(3.70)	74.90(4.20)	67.58(3.14)	70.63(2.83)
5.Repair & Maintenance	3.44(0.24)	18.47(1.16)	4.66(0.26)	5.91(0.27)	11.84(0.47)
6.Other Expenses	185.67(13.07)	162.63(10.21)	191.94(10.76)	184.36(8.55)	210.41(8.42)
Total Expenditure	1421.21(100.0)	1581.78(100.0)	1783.74(100.0)	2154.99(100.0)	2498.90(100.0)
Chandigarh Region					
1.Staff Payments	422.72(41.27)	509.75(46.23)	569.87(47.36)	769.14(52.42)	927.74(52.26)
2.Exp. on Students	362.41(35.38)	371.04(33.66)	393.87(32.73)	446.14(30.40)	475.72(26.80)
3.Admission Test	0.76(0.07)	0.81(0.07)	0.72(0.06)	—	1.00(0.06)
4.Library, Laboratory, Sports,etc.	40.37(3.94)	27.39(2.48)	36.09(3.00)	39.72(2.71)	50.00(2.82)
5.Repair & Maintenance	6.42(0.63)	2.28(0.21)	2.35(0.20)	13.57(0.93)	20.90(1.18)
6.Other Expenses	191.63(18.71)	191.26(17.35)	200.37(16.65)	198.69(13.54)	299.78(16.88)
Total Expenditure	1024.31(100.0)	1102.53(100.0)	1203.27(100.0)	1467.64(100.0)	1775.14(100.0)
NVs of HP					
1.Staff Payments	133.52(43.45)	146.58(44.06)	166.81(46.86)	250.13(55.24)	274.90(53.61)
2.Exp. on Students	112.60(36.64)	117.83(35.42)	120.28(33.79)	138.08(30.49)	146.67(28.60)
3.Admission Test	—	—	—	—	—
4.Library, Laboratory, Sports,etc.	11.66(3.79)	8.70(2.62)	10.77(3.03)	10.24(2.26)	11.39(2.22)
5.Repair & Maintenance	0.19(0.06)	—	0.48(0.13)	3.72(0.82)	5.48(1.07)
6.Other Expenses	49.35(16.06)	59.57(17.90)	57.62(16.19)	50.66(11.19)	74.35(14.50)
Total Expenditure	307.32(100.0)	332.68(100.0)	355.98(100.0)	452.83(100.0)	512.78(100.0)

CHAPTER III

ANALYSIS OF THE SELECTED NAVODAYA VIDYALAYAS

This chapter is based on the analysis of the data, which we have collected, with the help of two of the three schedules, which were developed for the study. The two schedules being for the respective Navodaya Vidyalayas on one hand, and for the Principals heading these Institutions. An attempt is therefore being made to look into the various aspects such as state of the school building, details about enrolment of students and staff strength, performance of students in the board examinations and the expenditure pattern of each school. The other schedule, for the Principals, is designed to obtain information on aspects such as their views on the selection process, their assessment about the intelligence level of different categories of students, and the problems which they face in the day-to-day administration of the Vidyalayas.

The general information about the six Navodaya Vidyalayas surveyed by us is provided in Table 3.1. It was found that the schools of Shimla and Mandi are the oldest in our sample having been established in 1986-87. The rest were set up in 1987-88 except for Sitapur (1988-89).

Although the Samiti, as a matter of policy, demands 30 acres of land free of cost in each district for setting up a Navodaya Vidyalaya it is found that in many cases non-availability of sufficient land results in the campus of many schools being less than 30 acres. In our sample schools too we have such cases. In fact the Navodaya Vidyalayas located in Almora and Mandi do not even have half the prescribed area under them since they have 11 and 13.5 acres respectively with them. Even the

Mirzapur Navodaya Vidyalaya could get only 23.6 acres from the state government. The remaining schools, i.e. Sitapur in Uttar Pradesh and Shimla and Una in Himachal Pradesh have a 30 acres campus. However, with Shimla the problem is that they can effectively utilize only around half of the total area at their disposal because of the hilly terrain. Nearly half the land they have is unfit for construction purposes. In fact they do not even have enough flat land to be able to offer proper playing facilities to the children. In the case of Sitapur too, the land allotted is such that a strip covering around three acres cannot be utilized for any specific purpose. Out of the six Navodaya Vidyalayas selected by us Una was the only Vidyalaya, which had over 30 acres of land and the entire area under them, had been properly utilized.

As far as the location of these schools is concerned, it is found that in most cases the schools suffer from some locational disadvantage. It will be convenient to take them one by one state-wise.

ALMORA

The site where the Navodaya Vidyalaya is located used to be the training centre of the Basic Shiksha Parishad, Department of Education, Government of Uttar Pradesh. Since Normal Training to train teachers for the Primary Section had been discontinued, this office-cum-hostel complex was unutilized and it was handed over to the Navodaya Vidyalaya as the temporary site where they could begin the school till alternative site could be given to them. In 1990-91 the Samiti was informed that since no suitable alternative site could be found this site itself would be handed over to the Navodaya Vidyalaya and some more area, belonging to the Forest Department would also be handed over so that they would have a sufficient area under them even if it may not be

30 acres. A consultant from CBRI, Roorkee was appointed and he drew up a plan for the construction of additional buildings in 1992-93. On the basis of the plans submitted to the Samiti Head Office, the U.P. Rajkiya Nirman Nigam was given a contract for construction and the estimated cost was around 3.48 crores. Just before the construction was to begin the Samiti requested the Education Department to formally transfer the ownership of the land and buildings to the Navodaya Vidyalaya. This has not yet been sorted out and as a result the construction work had to be halted.

The premises where the Navodaya Vidyalaya is located also houses the office of the Indian Institute for Drug Research. This comes under the Ministry of Health and Family Welfare and they have a few building and some residences in their possession. When it was decided to hand over the entire area to the Navodaya Vidyalaya the Drug Research Institute was requested to vacate and find alternative accommodation. They too have not done so on the pretext that they are unable to find an alternative location.

As a result of these problems the Navodaya Vidyalaya has only 11 acres of land with them and the buildings are old and not sufficient to run a full strength school. Consequently it began as an 'A category' school but had to be converted to a 'B category' one since 1994 for want of sufficient accommodation. Thus the meritorious students of the district are suffering because every year an additional 40 students could have been admitted if only the state government had settled the land transfer problem.

SITAPUR

As far as location as such is concerned, the site of the Navodaya Vidyalaya is quite good since it is located in Khairabad, which is a township and is only 9 kilometres away from the district headquarter. However the land as such is low-lying and not

properly developed. Consequently during the monsoon period there is a lot of water logging. Besides this the rear side of the school campus is adjacent to a village which has a criminal record. Fortunately, the school has not had any problem so far.

MIRZAPUR

Out of the three Navodaya Vidyalayas selected by us from Uttar Pradesh, this one is the worst as far as location is concerned. It is situated at a place 35 kilometres from the district headquarter and what is really disturbing is that the entire place is so isolated that for even the small requirements of the school one has to go all the way to Mirzapur proper. It is not even well connected by road and the roadways or private buses that pass through are very difficult to catch if you want to catch them for going to Mirzapur. This causes a lot of inconvenience not only for the school but the staff members residing within the campus. Even for their minor requirements they have to go to Mirzapur and for this they have to time their visit so as to accompany the official vehicle when it is going to Mirzapur. Besides this it is very difficult for the staff members, whose children are in the primary classes, to make proper arrangements to send their children to school.

SHIMLA

The Navodaya Vidyalaya of Shimla is located at Theog, which is around 28 kilometres from Shimla on the Kufri-Narkanda route. The location, as can be expected in a typical hill area, is such that despite the fact the school has got 30 acres of land the terrain is such that almost half of it can not be utilized for the purposes of the school. Till a few years ago the approach road to the Navodaya Vidyalaya was not properly

constructed and so it was very difficult particularly during the monsoons. However, the Principal utilized his personal contact with the Executive Engineer and got the work done. Because of the hilly terrain children do not have a play field. The Navodaya Vidyalaya has prepared a plan to level some area and develop it into a play field and the head office has sanctioned around Rs.35 lakh for this project.

The location of the school is such that a proper boundary wall can not be constructed. The road is regularly used by people who live in the vicinity of the Navodaya Vidyalaya. What is even more disturbing is that this is the way through which dead bodies are taken for cremation. It is just in front of the Principals house that the dead bodies are placed on the ground and last rites performed before they are taken for cremation. This is a very disturbing spectacle for the students of the Vidyalaya.

MANDI

The Navodaya Vidyalaya of Mandi has only 13.5 acres of land. It is on the main Mandi-Manali highway around 17 kms. from Mandi. The location is on the banks of the Beas River. The river has a tendency to change its course and so there is need to spend a lot of money on making proper embankments otherwise it could cause damage to the property. The premises, which house the Navodaya Vidyalaya, were previously with the Bhakra-Beas Management Board and they have not transferred a play field to the Vidyalaya. Consequently the school does not have a proper play field of its own and this play field is regularly used by outsiders and that is a big nuisance.

UNA

Out of all the six Navodaya Vidyalayas in our sample this was the one whose site and buildings gave us greatest pleasure. It is the best located school approximately 11 kms. from the district head quarter. There is a proper boundary wall running all around the school and the play field is a beauty to watch. This school too was initially having some problem because a road passed through the school, which leads to an adjoining village. However, a proper road has been constructed outside the boundary wall and now there is no trespassing. There is just one gate and once this is closed the children are safe within the campus.

Coming to the buildings of the schools it was found that Almora was the worst affected among the U.P. schools by virtue of the land dispute, which has not been settled in nearly 14 years since the inception of the school. The authorities are, therefore, unable to undertake construction of additional buildings. The conditions of buildings in the other two schools of U.P. are not very satisfactory. This is particularly true with respect to the hostels in Sitapur. The problem relates primarily to of repair and maintenance of the buildings whether it is the academic block or the hostel area.

The schools of Himachal Pradesh are better off in terms of maintenance of the buildings as compared to those of Uttar Pradesh. The campus of Shimla was handicapped by the fact that it did not have a play ground. Even in Mandi the Navodaya Vidyalaya does not have a play ground. Neither of these schools have a multi-purpose hall and as a result they suffer a serious draw back since they do not have space for conducting the morning assembly nor for cultural programmes. Since the school building and hostels in Mandi are new construction, they do not have the

need for repair work at the present moment. In Una the campus is new and well maintained.

All the schools have been provided with one vehicle, which could either be a mini bus, jeep or mini truck (Table 3.2) but these are old vehicles and the condition of vehicles with Navodaya Vidyalayas of Mirzapur and Mandi is not good and have to be constantly repaired. In fact it is really time to replace the vehicles but the Samiti has not yet finalized its condemnation procedure and so they can not be replaced.

Every school has also been given a 10 KV generating set in order to meet the requirements of the school in case of a power failure. These generating sets are of immense use in the schools of Uttar Pradesh since the state is faced with a serious power problem. In fact a 10 KV generating set is not sufficient to cater to the needs of the entire school and so it provides light to only the areas of top priority such as girls hostel, mess and kitchen and the academic wing where children are doing either supervised study or attending remedial periods, etc. Himachal Pradesh is a state, which does not have any power problem and so the generating sets act as a stand-by but their need is hardly felt. However, the generating set with Navodaya Vidyalaya, Mandi has not been in working condition for the past 11 years and lack of funds has resulted in the set not getting repaired (Table 3.2).

As far as water supply to these Navodaya Vidyalayas is concerned Almora has a genuine water problem. They receive piped water supply and the actual falls short of the demand during the summer time particularly. Moreover, since the school does not have a boundary wall people from the adjoining villages constantly come to fetch water. The other two schools of U.P. have an overhead tank but even then Mirzapur faces a

problem because of the inadequate power supply. In the case of Sitapur there is no problem as far as quantity of water available is concerned but there is some problem pertaining to its quality. An agency undertaking test of water with respect to potability conducted tests on the water samples and indicated the deficiencies. They have been requested to take the necessary steps to rectify the problem.

The schools of Himachal Pradesh do not have any water problem. In the case of Navodaya Vidyalaya, Mandi, the overhead tank is under construction while the schools located at Shimla and Una both have overhead tanks.

On the whole we may say that where the school buildings and hostels are old constructions the state of these buildings is rather poor and a substantial amount needs to be spent on their repair and subsequently a suitable amount needs to be earmarked for their maintenance. In fact each Navodaya Vidyalaya does have money to carry out repair and maintenance work but the procedure adopted is cumbersome and so by the time all formalities are completed and financial year-ends or at times even formalities cannot be completed. However, recently the Samiti has taken various steps to simplify this procedure.

Table 3.3 shows the present staff strength of each of the six Navodaya Vidyalayas surveyed by us. The normal pattern is that each school has a Principal and he/she is assisted by a team of other teachers such as PGTs who generally teach Classes IX to XII and TGTs who teach upto Class VIII. The other teachers include the PT/Games teacher, Music Teacher, Art Teacher and the SUPW Teacher. Till some years back the Navodaya Vidyalayas did not have the concept of a Vice-Principal. However, of late it has been decided that the Navodaya Vidyalayas having over 325

students should have a Vice-Principal. Keeping this strength in mind the Navodaya Vidyalaya, Almora is not entitled to have a Vice-Principal. All the other schools in UP and HP have the requisite strength but at present Sitapur in UP and Mandi in HP do not have any Vice-Principal.

With respect to other categories of teachers it is found that in many cases there is a difference between the sanctioned posts of a particular teacher category and the actual strength in that category. In the case of Almora and Mirzapur for instance, the sanctioned posts of PGTs are 6 and 10 respectively, while the actual strength is only 3 and 8. Only in Sitapur the two match. However, Sitapur does not have enough TGTs while the actual strength of TGTs is equal to the sanctioned posts in both Almora and Mirzapur. As far as other category of teachers is concerned the strength of only Almora is only one less than the sanctioned position. In the case of the Navodaya Vidyalayas of Himachal Pradesh only Mandi has full strength of both PGTs and TGTs. In Shikla and Una the actual strength of both categories of teachers is less than the number of sanctioned posts.

Whenever the actual positions are short of the actual requirements there are two ways of overcoming the problem. The respective Regional Offices appoint Part Time teachers on a temporary basis and depute them to the Navodaya Vidyalayas according to their requirements. The other alternative is that the Principal has been delegated power to appoint teachers on an ad-hoc basis for short duration to tide over the difficulty till either a regular teacher is appointed and sent or a part-time teacher is appointed and sent by the Regional Office. However, it is generally found that both these arrangements are not very satisfactory since proper qualified and efficient teachers are not very easily available on a temporary basis particularly at the PGT level.

Every Navodaya Vidyalaya is also given other staff besides the teachers to carry out various administrative functions. It is found that some staff categories are important but have not been sanctioned by the Samiti and in some cases the sanctioned strength is inadequate. For example, it is difficult to believe that in a Navodaya Vidyalaya no sanction has been made for the post of a Peon and Mali. Moreover two posts of sweeper-cum-chawkidars have been sanctioned to look after a 30 acre campus. There are some other posts as well which are not sanctioned but are very important for the smooth functioning of the school.

Even with respect to the non-teaching staff it was found that the actual number of persons working was less than the sanctioned posts in all the schools with the exception of Shimla.

Table 3.4 gives the present enrolment position of each of the six Navodaya Vidyalayas selected by us. Out of the three schools of UP the strength is highest in the case of Mirzapur which has all the three streams, i.e. Science, Art and Commerce at the class XII level. The strength of the school is 540. The strength of the Navodaya Vidyalaya, Almora was lowest at 241 and this can be expected since the school now gets only 40 students per year. In the case of Sitapur the strength was 431.

In the case of Himachal Pradesh all the three schools were category A and so each gets 80 students every year. The strength of the school at Shimla was 526 and this makes it the most populated school of Himachal Pradesh. The respective strength of the Navodaya Vidyalayas of Mandi and Una were 411 and 431.

With the help of Table 3.3 which deals with strength of traders in each Navodaya Vidyalaya and Table 3.4 which gives the total strength of each school we have worked

Every Navodaya Vidyalaya is also given other staff besides the teachers to carry out various administrative functions. It is found that some staff categories are important but have not been sanctioned by the Samiti and in some cases the sanctioned strength is inadequate. For example, it is difficult to believe that in a Navodaya Vidyalaya no sanction has been made for the post of a Peon and Mali. Moreover two posts of sweeper-cum-chawkidars have been sanctioned to look after a 30 acre campus. There are some other posts as well which are not sanctioned but are very important for the smooth functioning of the school.

Even with respect to the non-teaching staff it was found that the actual number of persons working was less than the sanctioned posts in all the schools with the exception of Shimla.

Table 3.4 gives the present enrolment position of each of the six Navodaya Vidyalayas selected by us. Out of the three schools of UP the strength is highest in the case of Mirzapur which has all the three streams, i.e. Science, Art and Commerce at the class XII level. The strength of the school is 540. The strength of the Navodaya Vidyalaya, Almora was lowest at 241 and this can be expected since the school now gets only 40 students per year. In the case of Sitapur the strength was 431.

In the case of Himachal Pradesh all the three schools were category A and so each gets 80 students every year. The strength of the school at Shimla was 526 and this makes it the most populated school of Himachal Pradesh. The respective strength of the Navodaya Vidyalayas of Mandi and Una were 411 and 431.

With the help of Table 3.3 which deals with strength of traders in each Navodaya Vidyalaya and Table 3.4 which gives the total strength of each school we have worked

out the teacher-student ratios for each of the Navodaya Vidyalayas selected by us. The figures are being indicated below:

UTTAR PRADESH		HIMACHAL PRADESH	
Almora	: 18	Shimla	: 26
Mirzapur	: 22	Mandi	: 17
Sitapur	: 20	Una	: 22

These figures clearly indicate that the teacher student ratio is such that it is possible for teachers to be able to give individual attention to the children in sorting out their problems.

A look at Table 3.4 reveals that in none of the Navodaya Vidyalayas selected by us, the number of children joining Class VI was equal to the total seats allotted to the school. In Almora, for instance, only 34 out of the allotted 40 joined Class VI whereas the corresponding figure was 70 (out of 80) for Sitapur, Mirzapur was the best where 77 (out of 80) joined the Vidyalaya. In the case of Shimla, Mandi and Una in Himachal Pradesh the corresponding figures were 73, 67 and 63 in that order (all out of 80).

The normal procedure is that children selected for admission to Class VI are intimated. A set of students are kept on the waiting list so that they can be admitted if some selected students do not want to join the Navodaya Vidyalaya. However, once a child gives his consent to join the school in writing and then does not join school then in

that case the children on the waiting list can not replace a child not joining school. In this way the schools are unable to enroll the required number of students and the children who were on the waiting list get deprived of the opportunity of receiving education in a Navodaya Vidyalaya.

Table 3.5 reveals the number of students who left the respective Navodaya Vidyalayas either after accepting admission or mid-way before completing Class XII. There are times when children can not adjust to the Navodaya Vidyalaya routine or the parents themselves want to remove their children on one ground or the other. According to the normal policy of the Navodaya Vidyalaya Samiti a child is not granted TC under normal circumstances. The reason for which the school has to grant permission is on medical grounds and so they produce the necessary medical certificates to prove that the child is medically unfit for hostel life and in that case the school is left with no choice but to grant him a TC. In such cases too one can say that such children have deprived someone else who could have benefited educationally by studying in the Navodaya Vidyalaya had he/she been provided an opportunity.

As far as the schools of Uttar Pradesh are concerned it is found that the number of children leaving school is rather high for all the four years in the case of Sitapur. In the case of Mirzapur the number of children leaving school has never been more than 10 for all the four years. In Almora the number was small during 1995 but went up alarmingly to 33 in 1996 and has been declining since then.

Among the three schools of Himachal Pradesh the number of such children was high in Shimla in the year 1995 but after that it is only a small number. Mandi had a steady number in all the four years and in the case of Una the number was very high

during 1995 but then it has been fluctuating around 10-18 for the remaining three years. The reasons indicated for children leaving school are medical grounds mainly, and transfer of parents in some cases and in some cases since the child has not been performing well and failing.

Table 3.6 shows how the students appearing in Class X examinations have fared over the last five years in each of the schools. One table is therefore made for each year. The performance of boys and girls, rural and urban children and the general and SC/ST group is indicated separately. Table 3.7 similarly depicts the performance of students over 5 years in the Board examination of Class XII. A look at these tables highlights the fact that the pass percentages of the individual schools have been fluctuating in the five years for both Class X and Class XII students. As far as the three Navodaya Vidyalayas of UP are concerned wide fluctuations are observed in the case of Sitapur where the lowest pass percentage in Class X was 54.39 in 1998 and the highest of 89.09 in 1995. Similarly in the case of Class XII these fluctuations ranged from 60.71 per cent in 1998 to 94.64 per cent in 1996. 1998 was therefore an overall bad year for the Navodaya Vidyalaya, Sitapur. The bad year for Almora was 1995. In the case of Navodaya Vidyalaya, Mirzapur it is observed that although there are year-wise fluctuations the pass percentage never went below 82 per cent in case of Class X and not below 80 per cent for Class XII.

A similar picture emerges when we look at the performance level of the three Navodaya Vidyalayas of Himachal Pradesh. The school showing greatest fluctuations was Shimla where the pass percentage of Class X touched a low of 64.71 per cent during 1995 and had a perfect 100 per cent during 1998. Similarly its pass percentage in Class XII was as low as 57.45 per cent during 1995 and 97.78 per cent in 1996. In

the case of Mandi major fluctuations are observed in their Class X results where the percentage of students passing dipped to an all time low of 59 per cent during 1999. However, their class XII results have been quite steady. On the whole Una has been giving steady results over the past five years for both Class X and Class XII. The only bad year being 1996 when Class XII results were around 75 per cent only.

Now if we look at the performance of the different categories of children such as boys and girls, rural and urban children and among the general castes and SC/ST children it is observed that children coming from either rural areas or belonging to the SC/ST group of population have also been doing very well in the CBSE Board examinations of Class X and Class XII. Similarly even the girls have been performing well. This goes to show that if the proper opportunities are made available and the children are given the proper environment even the less privileged children can attain high educational standards. This, therefore, goes to prove that the scheme of introducing the concept of residential co-educational institutions has been a step in the right direction.

SPORTS FACILITIES IN THE NAVODAYA VIDYALAYAS

Every Navodaya Vidyalaya is provided with a PT teacher who also teaches the children various games and games are compulsory for children. The games and sports which are common in all the Navodaya Vidyalayas in UP are Badminton, Volley Ball, Khokho, Kabaddi, and Table Tennis. The play fields of Sitapur and Mirzapur in Uttar Pradesh also provide opportunities to the children to play cricket and football and athletics as well.

In the case of Himachal Pradesh the children of Mandi do not have a play field since the play field belongs to some other. Even in Shimla there is no proper sports facility for the children.

In the case of Himachal Pradesh the Navodaya Vidyalaya of Shimla does not have a proper play field because of the hilly terrain. The school authorities have drawn up a plan for leveling a portion of the land to develop a play field and for this the Samiti has approved the estimates which the school has provided. It is hoped that the Vidyalaya will be able to have a play field in the near future. Mandi has a play field but its ownership is disputed and so the children do not have proper sports facilities. In both these schools those sports are being played by children which do not require much space such as badminton, table tennis, Khokho, volley ball and Kabaddi. The Navodaya Vidyalaya, Una, has very well developed sports facilities. They have a 400 metre track for holding athletics events and a proper cricket pitch. Their ground is so well maintained that Ranji Trophy matches are held every year in school. This is of great help to the school because the state cricket association maintains the pitch and provides some funds for maintenance of the ground. Moreover a national level coach regularly gives coaching to the budding cricket players. Similarly the school is lucky to have the services of coaches trained at the National Institute of Sports, Patiala in games like hockey and athletics.

The children from these schools participate in the sports activities first at the school level and those who perform well then go to the cluster level from where regional level teams are selected for the national level games.

The other activities which keeps students occupied even besides their studies are NCC, boy scouts and girls guide activities. There are only two schools, one from each state, namely Sitapur and Shimla which does not have NCC. The children from Almora and Sitapur also participate in the NCC camps.

The other cultural activities of these schools include debating, drama and quiz competitions. Children have been performing well in the debating competitions at the district level and in the regional level debating competitions held by the Navodaya Vidyalaya Samiti.

All the Navodaya Vidyalayas with the sole exception of Almora has computer learning facilities. Each school has 5 PCs except Sitapur which has 6 PCs. Computer classes are held every alternative day.

ATTITUDE OF PARENTS TOWARDS THE ACADEMIC PERFORMANCE OF THEIR CHILDREN

We enquired from the Navodaya Vidyalayas regarding the interest shown by parents towards the education of their children. In the Navodaya Vidyalayas of UP the first Sunday of the month is the Parents-Teacher day. In the case of Navodaya Vidyalaya Almora as well as Mirzapur the parents have been showing keen interest in the academic performance of their children and this is seen in the fact that they are quite regular in attending the monthly meetings. The Principals of these two schools have maintained a proper rapport with the parents and both Principals recognize the parents and this is considered to be an honour by the parents when they do not have to identify themselves on the basis of their children. Moreover, they also are very patient

with parents and listen to all their problems and queries. Sitapur, however, does not have a good record of the parent-teacher meeting since the parents are rather irregular in attending these meetings. The present Principal has been in the school for just one year and she is making every effort to regularize parents-teacher meetings by impressing upon the parents that it is in their interest to keep a close watch on the progress of their children.

In the Navodaya Vidyalayas of Himachal Pradesh, Shimla is the only one where parents are keen about the progress of their children and they also attend the parent-teacher meetings regularly. In the case of Mandi and Una the parents do not attend the meetings on a regular basis. A change which the Navodaya Vidyalayas have adopted is that they have found that since monthly meetings can not be attended very regularly they have started holding these meetings once every six months. The Principals of both Mandi and Una are quite new and so it will be some time before they are able to analyze the reasons for the lack of interest among parents with respect to the progress their children are making in the Navodaya Vidyalayas.

MEDICAL FACILITIES OF THE NAVODAYA VIDYALAYAS

One of the prerequisites for selection of location of a Navodaya Vidyalaya is easy access to medical facilities. The Vidyalayas have the provision of a staff nurse who can look after the routine medical problems. Besides this a doctor is attached to each Navodaya Vidyalaya on a part time basis and for this he is given a token honorarium of Rs.750/- per month. These doctors visit the schools generally twice a week or more if the requirement so demands. In some schools it was found that the staff nurse was transferred to another school but no replacement has been made to fill the post. The

Navodaya Vidyalayas of Almora and Shimla are such cases. Besides this the staff nurse in some schools is male. In any residential co-educational school it is essential that every school must have one female staff nurse so that she can address to the personal problems of the girls. It is known that girls join the school at the age of around 10 and continue to remain in school for seven years and their problems related to adolescence begin around 13 years. The other aspect which also needs to be looked at is that amount sanctioned by the Samiti per child per annum for medical expenses is only Rs.60/- which is highly inadequate. In the case of an illness of a more serious nature the children have to be transferred to the district hospitals.

EXPENDITURE PATTERN OF THE SCHOOLS

Table 3.8 shows the expenditure pattern of the six selected Navodaya Vidyalayas for a five year period. For the sake of convenience the different heads of expenditure are clubbed into four major heads of expenditure, viz. staff payments, expenditure on students, expenditure on library, laboratories and games, and the other expenditure. It is very obvious from the figures provided in the table that between 1994-95 and 1998-99 the total expenditure of each school has steadily been on the increase. The two major heads of expenditure are staff payments and expenditure on students and these two taken together have been accounting for approximately 85 to 90 per cent of the total expenditure incurred by the Navodaya Vidyalayas. Even between these two major heads it is staff payments which has gradually been increasing at a faster rate and while it used to be around 40 per cent of the total expenditure in 1994-95, its share has gone over 50 per cent by 1998-99. This is primarily on account of the fact that emoluments and allowances of the staff have been going up. The expenditure pattern on the students on the other hand has not altered much over the years except the fact

that mess allowance per student has recently been increased to Rs.500/- per month instead of Rs.425/-or Rs.450/- which was sanctioned prior to this change.

It has already been indicated earlier that the government has fixed the amount of money which is to be spent on each child studying in the Navodaya Vidyalayas on items such as food, uniform, text books, stationery, toilet items, travel and medical facilities. This expenditure works out to around Rs.5675 per child per annum and it is the direct expenditure, which the Samiti has sanctioned and is incurring on a year-wise basis. However, the entire expenses on the Navodaya Vidyalayas are been made in order to provide quality education to each child and thus if we look at the actual expenditure per child in each of the Navodaya Vidyalayas the figures are as follows for the year 1998-99:

UTTAR PRADESH		HIMACHAL PRADESH	
Almora	: Rs.15,850/-	Shimla	: Rs.11,470/-
Mirzapur	: Rs.11,782/-	Mandi	: Rs.14,585/-
Sitapur	: Rs.14,782/-	Una	: Rs.14,603/-

The authorities of the respective Navodaya Vidyalayas were asked whether they were satisfied with the sanctioned amounts on each head of expenditure per child. They were also asked to indicate the suitable amount, which they felt was required. This information is provided in Table 3.9. The Navodaya Vidyalayas of Uttar Pradesh were more or less satisfied with the sanctioned amount. Authorities in Mirzapur felt that

medical allowance per child should be doubled and in Sitapur it was felt that mess allowance should be raised to Rs.700/- per month.

In the case of Himachal Pradesh, on the other hand, there was greater dissatisfaction and the schools wanted the rates to be altered with respect to mess allowance, uniform, toilet items, travel and medical expenses.

PERCEPTION OF THE PRINCIPALS OF THE NAVODAYA VIDYALAYAS

Besides obtaining information from the selected Navodaya Vidyalayas, we also interviewed each Principal to get their views on different aspects.

The first thing that we asked the Principals was whether they were satisfied with the selection process of the Navodaya Vidyalayas, the reservation policy and the quality of students which get selected for Class VI. On the whole, all the Principals were satisfied with the scheme of reservation which the Samiti has adopted whether it be for rural or urban children, boys or girls or for the SC/ST categories.

As far as the selection process is concerned the Principals were not fully satisfied with the way selections are being made. It was pointed out that the main problem arises because the test for selection of children is purely objective in nature and this leads to some basic problems once the children join school. It was pointed out that the children do not even know Hindi very well and in the first year a lot of effort has to be made to ensure that these children can catch up with the rest of the class. The overall percentage of such children may not be very high but these are the children who are unable to have a sound base and they remain weak in studies. Since their very foundation is not sound any amount of effort proves futile in improving their levels of

learning. The Principals, therefore, feel that it is time that some element of subjectivity be introduced in the admission test to ensure that the really weak children are eliminated in the selection process.

As far as the admission test is concerned the forms of admission test are sent to the respective Navodaya Vidyalayas from the concerned Regional Office. These forms are handed over to the District Inspector of Schools who then has the responsibility of distributing them all over the district. These forms reach the primary schools and the main role is played by the Headmaster of these primary schools since he has to certify that the child is a bonafide student of the school and that he/she has passed Class V. In the case of the rural children he has also to certify that they have studied in Classes III, IV and V from a primary school located in a rural area. It is being felt that these Headmasters are not distributing the forms fairly and so many deserving children are not appearing in the admission test. The examinations are being conducted at the block level so as to make it convenient for the children to appear in the admission test. Each examination centre has a central level observer who is a teacher of the Navodaya Vidyalaya, a Principal of a GIC and a SDI. These together supervise the invigilation work in each block. However, since the test is purely objective there is scope for unfair practice in the admission test. Thus every effort should be made to exercise a strict control over the conduct of the admission tests.

The Principals of Sitapur, Mandi and Una were particularly critical of the selection process and have suggested that the admission test should be held in the Navodaya Vidyalayas.

As far as provision of school books and uniforms is concerned, the Samiti provides the text books to the Navodaya Vidyalaya. Stationery is purchased through

invitation of tenders. For the uniform of children the Samiti has approved cloth manufactured by the National Textile Corporation. The principals therefore have been making the purchases through the NTC. In the case of Mirzapur, if sufficient cloth is not available at the NTC show room, then the balance is bought from the UP Handloom showroom. For the tailoring of children uniforms, the Navodaya Vidyalayas of Uttar Pradesh invite tenders and then select the tender with the lowest bid. In the case of the Navodaya Vidyalayas of Himachal Pradesh, on the other hand, they have been getting the uniforms tailored from the local tailors. The only exception in this is that Navodaya Vidyalaya, Mirzapur (UP) has been utilizing the services of a local tailor while Navodaya Vidyalaya, Mandi, has been calling for tenders.

The assessment of Principal regarding the intelligence level of different categories of students joining Class VI revealed the fact that the Principal of Sitapur was of the opinion that there is not much difference between any of the categories whether it is rural or urban, boys or girls or the general and SC/ST population. All the other principals were unanimous in accepting that the general caste students are relatively better as compared to the SC/ST children. All Principals also felt that the boys are brighter than girls with the only exception being Shimla. When asked to choose between rural and urban children the Principals of Sitanpur, Mandi and Una felt that there was no difference. Those of Mirzapur and Shimla voted in favour of urban students while the Principal of Almora felt that rural children are brighter.

The Principals were also asked to comment on the performance of children after passing out of the Navodaya Vidyalaya. It was observed that the children have been doing well after leaving school. Many get selected in, the NDA, engineering colleges, medical colleges and go on to do high studies at the University level or join the armed

forces. All the 3 schools of UP have formed an Old Boys Association and they hold meetings once a year. In HP the only school having an Old Boys Association is Una.

PROBLEMS FACED BY THE PRINCIPALS

Finally, the Principals were asked to highlight the various types of problems faced by them in the day to day working of the schools. These are indicated in Table 3.10. In the case of Navodaya Vidyalaya, Almora there is no problem either with respect to teachers or the students. During our visit to the Navodaya Vidyalaya it was observed that there is a good rapport between the Principal and teachers. As a result of the co-operation which he gets from his teachers even the children are well disciplined. The Vidyalaya definitely has some serious administrative problems. First of all the Vidyalaya is still functioning on a temporary site with old buildings which are inadequate keeping in mind the requirements. There is no boundary wall so throughout the day trespassing is a common site.

In Mirzapur some teachers are not very sincere and so they tend to take their teaching casually and also tend to accept their responsibilities other than teaching after a lot of persuasion. There is no problem as such as far as children are concerned but the authorities do find it difficult to find volunteers at the time Class IX students have to go on the scheme of migration. The tie up of the school is with Arunachal Pradesh and the general atmosphere, climatic conditions as well as food habits are so different that children have a tough time. The Arunachal Pradesh School too has stopped sending girl students so even from Mirzapur only boys migrate. As far as problems of administration are concerned the first relates to its remote location as a result of which for even small requirements one has to go 30 kms. to Mirzapur. There are also

problems related to very poor maintenance of the hostel and the mess hall. Another very disturbing factor is that this area is infested with mosquitoes and so malaria is a very common disease among the children and the staff.

Even in the case if Sitapur a few teachers are in the habit of making things difficult for the Principal. She has joined only recently and this problem has its roots in the past. The children go to Kerala on migration and here too they are not willing to go. Even their parents are unwilling to send their children to Kerala and so it becomes difficult to make the necessary selections. Here too the Principal is not happy with some of the children who get selected to Class VI as they do not even know the Hindi alphabets. On the administrative front the condition of hostel is extremely bad especially the bathrooms. The procedure for getting repair and maintenance is so cumbersome that it becomes difficult to utilize the funds set aside for this purpose.

When we look at the Navodaya Vidyalayas of Himachal Pradesh it was observed that in Shimla the Principal has a perfect rapport with his teaching staff, as was the case in Almora. He was, however, not very happy with a selection of students who join Class VI on the ground that they are not good enough and even after remedial classes and constant efforts of the teachers they are unable to make sufficient improvement and come upto the rest of the class. Regarding the administrative problems he express concern over the regular trespassing which is the result of the Vidyalaya not having a proper boundary wall. Moreover, they are also handicapped by the fact that they neither have a playground or a multi-purpose hall. In the case of Mandi the Principal was of the opinion that some teachers were not efficient. Regarding the children he was concerned about the fact that students make some pretext to go home (generally for a religious purpose) and do not return for 10-15 days. If checked they produce a

medical certificate. He was also unhappy since the Vidyalaya does not have a playground, MP Hall and boundary wall. The greatest level of satisfaction was seen in the case of the Principal Una. He only showed some concern over the shortage of staff. In fact all the Principals have been unanimous in voicing their concern over shortage of staff particularly the Class IV employees, such as peon and Mali which are posts not available in any Navodaya Vidyalaya. Besides this there are only two posts of Sweeper-cum-Chawkidar and it is extremely difficult for them to manage things when the campus is 30 acres in size. The Principals also feel that laboratory assistants should also be provided and that every Navodaya Vidyalaya must have a female staff nurse to solve the problems of the girl students.

The other post which all Principals except Almora have very strongly felt the need of, is the post of Hostel Warden. All the six Principals have had the experience of having taught in a residential school before joining the Samiti. They, therefore, feel that if the post of Hostel Warden is provided, it will relieve teachers of the responsibility of the hostel such as looking after the mess, etc. The teachers will continue to be associated with hostels in the capacity of House Masters.

Another matter towards which all the Principals indicated was the fact that even after 13-14 years of the inception of the Navodaya Scheme no condemnation policy has been made. The children leaving school have to deposit their uniforms. Old linen is also dumped and every Vidyalaya is having the problem of storing this junk. The same applies to other items. The worst affected is the vehicle. A new vehicle can be provided only when the old one is condemned.

Since the Navodaya Vidyalayas are residential schools and the teaching staff is required to stay within the campus, they are entrusted with various responsibilities over

and above their normal teaching assignments. These include responsibilities related to the mess, hostel, supervised study, remedial classes, co-curricular activities, supervision at the time of games, special duties in case a child is sick. All this adds up to a tremendous workload. As against this most Navodaya Vidyalayas are located in the rural area where these teachers are devoid of a social life. In some places such as Mirzapur and Mandi there is a serious problem of sending children, who are at the primary level, to school since there is no school very close. The Principals have pointed out that because of this excessive workload the teachers tend to seek alternative job opportunities and leave as soon as an offer comes their way.

Yet another aspect about which all the Principals, with the exception of Almora, feel strongly is the policy of the Samiti of not failing students in the home examination. This is a fact which both the students and their parents realize fully well and so some students take their studies lightly. The Navodaya Vidyalayas conduct unit test regularly and there is continuous cumulative evaluation of the children. Those who do not do well are given repeat paper and even then some continue to fare poorly and still have to be promoted to the next class. However, if the child fails in the Board examination of Class X then he is not given admission to Class XI. The Principals, therefore, felt that some provision must be made to introduce some corrective measures and at least a feeling of fear must be developed both among children and their parents that if the child is performing below a prescribed standard he/she can be asked to leave school in Class VIII itself. These are mainly the students who fail in Class X and so the overall pass percentage of the Navodaya Vidyalayas will improve still further if a corrective measure is taken.

Some Principals also indicated that a few teachers form groups between themselves and indulge in petty policies. They at times even incite children to become

To begin with it was pointed out in each and every school that the workload on teachers is much more than what they can efficiently handle. They are occupied for nearly 12 to 15 hours per day. This leaves them with very little time for themselves or their families and they even felt that their preoccupations in activities besides teaching even tends to reflect on their efficiency as teachers as they are hardly left with any time to keep abreast with the latest techniques of teaching and even with the new developments. They all expressed their opinion that if each Navodaya Vidyalaya is provided with the post of a hostel warden each for boys and girls their workload will be considerably reduced and they will be able to concentrate even more on teaching. As it is they are being mainly evaluated on the basis of the results which the school gets in the Board Examinations. There is not much recognition for good work but they are immediately reprimanded for any lapse on their part. The team of inspectors coming from the Head Office or the Regional Office tend to have greater faith in what the students say and less on their explanations when the routine inspections take place.

They tend to leave whenever the opportunity is available on account of this excessive work load on one hand and insecurity on the other. They feel that it is very essential that their services should become pensionable so that their old age is secure. In places like Mirzapur, Shimla and Mandi the teachers also face the problem of the education of those children who are small and in the primary section. The nearest educational institution is relatively far and there is no proper arrangement for their schooling. Similarly they feel that proper medical facilities should be available within the Navodaya Vidyalayas.

Teachers particularly who are teaching the junior classes felt that since the entrance examination is purely objective, some students are selected despite the fact

that they are extremely weak and no amount of hard work is good enough to bring them at par with the rest of the students. They feel that the admission test policy needs to be suitably revised and some element of subjectivity should be incorporated in the admission test. Moreover, they also have very clearly pointed out that the Samiti's policy of not failing students in the home examination also needs to be looked into. Simply asking children to repeat the test does not bring about the desired result. In fact by the time a child prepares for the repeat test the rest of the class has progressed ahead and he lags behind in the next unit test as well.

The teachers in some schools feel that the migration scheme should also be reviewed particularly in cases where children migrate to the North-Eastern states. There are no volunteers and those who are forcibly sent, go and spend Class IX in an atmosphere which they find totally alien to them and come back as rather poor students in Class X and do not fare very well in the Board examination.

The science teachers feel that they should be provided with a lab attendant and that there should be a library attendant to assist the librarian in the issue and return of the books. In most cases the Librarians have been entrusted the work of issue and return of library books as well as distributing test books and stationery to the students.

These are views expressed by the Principals and teachers regarding the types of problems faced by them. Some of these problems are genuine and some serious thinking needs to be done in this direction so as to overcome them.

Table 3.1 : General Information

Information	Name of JNV					
	Almora	Mirzapur	Sitapur	Shimla	Mandi	Una
Year of Establishment	1987-88	1987-88	1988-89	1986-87	1986-87	1987-88
Area (Acres)	17	23.6	31	30	13.5	32
<u>Accommodation</u>						
(a) No. of Class Rooms	8	14	14	14	17	15
(b) No. of Halls	1	1	1	1	-	1
(c) No. of Labs	1	4	4	4	4	4
(d) Other Rooms	4	5	7	4	-	6
<u>Hostel</u>						
(a) Boys Dorms	9	24	4	18	4	16
(b) Girl's Dorms	3	8	4	8	3	8
(c) Mess Hall	1	1	2	1	1	2
<u>Residences</u>						
(a) Principal & Teachers	4	29	17	25	17	29
(b) Other Staff	7	24	8	12	12	--
<u>General Condition of:</u>						
(a) School Buildings	Lack of Accommodation	Average	Not maintained specially boys hostel	Average	Average	Good
(b) Hostels	Satisfactory	Average	Not maintained specially boys hostel	Boys hostel is OK and girls hostel is Unsafe	Boys hostel is OK & girls hostel is too poor condition	Good
(c) Staff Residence	Satisfactory	Average	Satisfactory	Average	Poor	Good
Do you have a play ground	Yes	Yes	Yes	No	No	Yes

Table No.3.2 : Other Facilities which School Has

Facility	Name of the School					
	Almora	Mirzapur	Sitapur	Shimla	Mandi	Una
<u>Availability of Vehicle</u>						
(a) Bus	--	Yes	--	--	Yes	--
(b) Jeep	--	--	Yes	--	--	Yes
(c) Mini Truck	Yes	--	--	Yes	--	--
Condition of the Vehicle	Yes, OK	Not OK	Yes	Yes	Not OK	Yes
If out of order, not working since when?	--	3 years	--	--	Repair requirement again & again	-
Availability of Generating Set	Yes	Yes	Yes	Yes	Yes	Yes
Whether in working condition	Yes	Yes	Yes	Yes	No	Yes
If No, since when	--	--	--	--	Since last 11 years	--
<u>Reasons for delay in Repair of:</u>						
(a) Vehicle	--	--	--	--	--	--
(b) Generator Set	--	--	--	--	Lack of Fund	--
What is the source of Water Supply	Piped water supply	Overhead tank	Overhead tank	Overhead tank	Under construction from BBMB	Overhead tank
If there any problem of water, give nature	Yes, Encroachment at the water source by SSB, Para Military, Ranikhet	Yes, Lack of power supply	No	No	No	No

Table 3.3 : Details Regarding Present Staff Position

Facility	Name of the School					
	Almora	Mirzapur	Sitapur	Shimla	Mandi	Una
Principal (Sex)	Male	Male	Female	Male	Male	Male
Vice Principal (Sex)	--	Female	-	Female	-	Male
<u>PGTs</u>						
Sanctioned Posts	6	10	9	10	9	9
Actual	3	8	9	7	9	6
<u>IGTs</u>						
Sanctioned Posts	5	10	10	9	10	10
Actual	5	10	8	7	10	8
<u>Other Teachers</u>						
Sanctioned Posts	6	5	4	4	6	6
Actual	5	5	4	4	5	4
Total Teacher's Strength (Actual) (Including Principal & Vice-Principal)	14	25	22	20	25	20
<u>Non-Teaching Staff</u>						
Sanctioned Posts	16	16	16	17	17	17
Actual	13	13	14	17	15	15

Table 3.4 : Class-wise Enrolment Position (Latest Year)

Class Enrolment	Name of the School					
	Almora	Mirzapur	Sitapur	Shimla	Mandi	Una
Class VI	34	77	70	73	67	63
Class VII	38	83	78	81	71	76
Class VIII	33	76	67	71	67	78
Class IX	46	69	68	61	73	60
Class X	31	72	68	62	54	61
Class XI	22	68	40	68	33	33
Class XII	37	95	40	110	46	60
Total Strength	241	540	431	526	411	431

Table 3.5 : Details about Children Dropping Out Before Completing Class XII

Yearwise Number of Children Leaving School & Reasons	Name of the School					
	Almora	Mirzapur	Sitapur	Shimla	Mandi	Una
<u>Year-wise No.</u>						
1995	7	10	41	14	16	49
1996	33	5	20	6	10	17
1997	17	6	40	3	10	18
1998	11	8	23	7	12	10
<u>Reasons for Leaving School</u>						
(a) Medical Ground	Yes	Yes	Yes	Yes	Yes	Yes
(b) Failure in Class	Yes	Yes	No	No	No	Yes
(c) Guardian's Request on transfer	Yes	Yes	No	Yes	No	Yes

Table 3.6 : Performance Level of Students in Class X (1995)

Student Category	Name of the School											
	Almora		Mirzapur		Sitapur		Shimla		Mandi		Una	
	Appeared	Passed	Appeared	Passed	Appeared	Passed	Appeared	Passed	Appeared	Passed	Appeared	Passed
A. <u>Sex-wise</u>												
(a) Boys	31	22	25	24	42	39	36	23	32	23	40	38
(b) Girls	8	6	7	6	13	10	15	10	15	11	22	14
B. <u>Background</u>												
(a) Rural	29	20	19	17	35	32	44	26	38	27	53	44
(b) Urban	10	8	13	13	20	17	7	7	9	7	9	8
C. <u>Caste</u>												
(a) General	36	26	29	27	38	37	29	23	29	25	37	32
(b) SC/ST	3	2	3	3	17	12	22	10	18	9	25	20
(c) OBC	--	--	--	--	--	--	--	--	--	--	--	--
Total Students	39	28	32	30	55	49	51	33	47	34	62	52
Overall Pass Percentage	71.79		93.75		89.09		64.71		72.34		83.87	
Students Getting 1 st Div.	8		15		33		6		8		--	
Students Getting 2 nd Div.	15		--		11		19		15		11	

Table 3.6 : Performance Level of Students in Class X (1996)

Student Category	Name of the School											
	Almora		Mirzapur		Sitapur		Shimla		Mandi		Una	
	App- ared	Pass- ed	App- ared	Pass- ed	App- ared	Pass- ed	App- ared	Pass- ed	App- ared	Pass- ed	App- ared	Pass- ed
A. Sex-wise												
(a) Boys	33	29	45	41	40	32	30	30	46	35	36	32
(b) Girls	13	13	7	5	19	9	12	12	15	14	22	20
B. Background												
(a) Rural	36	32	46	40	44	29	36	36	46	35	49	43
(b) Urban	10	10	6	6	15	12	6	6	15	14	9	9
C. Caste												
(a) General	44	40	48	43	42	29	21	21	27	26	40	36
(b) SC/ST	2	2	4	3	17	12	21	21	34	23	18	16
(c) OBC	--	--	--	--	--	--	--	--	--	--	--	--
Total Students	46	42	52	46	59	41	42	42	61	49	58	52
Overall Pass Percentage	91.30		88.46		69.49		100.00		80.33		89.65	
Students Getting 1 st Div.	32		30		21		23		22		33	
Students Getting 2 nd Div.	6		--		18		14		18		18	

Table 3.6 : Performance Level of Students in Class X (1997)

Student Category	Name of the School											
	Almora		Mirzapur		Sitapur		Shimla		Mandi		Una	
	Appeared	Passed	Appeared	Passed	Appeared	Passed	Appeared	Passed	Appeared	Passed	Appeared	Passed
A. <u>Sex-wise</u>												
(a) Boys	32	32	46	41	46	39	39	37	38	34	43	41
(b) Girls	21	19	16	13	24	20	17	17	16	13	27	24
B. <u>Background</u>												
(a) Rural	42	40	48	44	49	44	45	44	45	40	52	48
(b) Urban	11	11	14	10	21	15	11	10	9	7	18	17
C. <u>Caste</u>												
(a) General	48	47	40	36	47	39	32	31	30	26	39	35
(b) SC/ST	5	4	22	19	23	20	24	23	24	21	31	30
(c) OBC	--	--	--	--	--	--	--	--	--	--	--	--
Total Students	53	51	62	55	70	59	56	54	54	47	70	65
Overall Pass Percentage	96.23		88.71		84.29		96.43		87.04		92.86	
Students Getting 1st Div.	8		38		22		24		15		32	
Students Getting 2nd Div.	14		--		35		19		17		24	

Table 3.6 : Performance Level of Students in Class X (1998)

Student Category	Name of the School											
	Almora		Mirzapur		Sitapur		Shimla		Mandi		Una	
	Appeared	Passed	Appeared	Passed	Appeared	Passed	Appeared	Passed	Appeared	Passed	Appeared	Passed
A. <u>Sex-wise</u>												
(a) Boys	36	32	46	45	38	18	39	39	42	36	40	37
(b) Girls	20	18	26	23	19	13	16	16	16	14	25	22
B. <u>Background</u>												
(a) Rural	42	36	55	51	41	21	45	45	46	40	50	47
(b) Urban	14	14	17	17	16	10	10	10	12	10	15	12
C. <u>Caste</u>												
(a) General	47	44	49	46	33	10	31	31	28	26	40	39
(b) SC/ST	9	6	23	22	24	21	24	24	30	24	25	20
(c) OBC	--	--	--	--	--	--	--	--	--	--	--	--
Total Students	56	50	72	68	57	31	55	55	58	50	65	59
Overall Pass Percentage	89.29		94.44		54.39		100.00		86.21		90.77	
Students Getting 1st Div.	30		47		12		40		16		39	
Students Getting 2nd Div.	12		--		17		13		22		13	

Table 3.6 : Performance Level of Students in Class X (1999)

Student Category	Name of the School											
	Almora		Mirzapur		Sitapur		Shimla		Mandi		Una	
	Appeared	Passed	Appeared	Passed	Appeared	Passed	Appeared	Passed	Appeared	Passed	Appeared	Passed
A. <u>Sex-wise</u>												
(a) Boys	20	19	52	43	44	35	36	31	39	27	22	20
(b) Girls	12	9	12	17	20	17	21	16	22	9	13	12
B. <u>Background</u>												
(a) Rural	20	21	60	50	46	35	47	38	53	29	27	27
(b) Urban	12	7	13	10	18	17	10	9	8	7	8	5
C. <u>Caste</u>												
(a) General	23	22	51	41	38	13	28	25	31	24	21	21
(b) SC/ST	9	6	22	19	26	39	29	22	30	12	14	11
(c) OBC	--	--	--	--	--	--	--	--	--	--	--	--
Total Students	32	28	73	60	64	52	57	47	61	36	35	32
Overall Pass Percentage	87.50		82.19		81.25		82.46		59.02		91.43	
Students Getting 1st Div.	14		38		32		28		11		21	
Students Getting 2nd Div.	13		--		18		13		14		9	

Table 3.7 : Performance Level of Students in Class XII (1995)

Student Category	Name of the School											
	Almora		Mirzapur		Sitapur		Shimla		Mandi		Una	
	Appeared	Passed	Appeared	Passed	Appeared	Passed	Appeared	Passed	Appeared	Passed	Appeared	Passed
A. <u>Sex-wise</u>												
(a) Boys	20	11	54	45	--	--	30	23	50	43	27	24
(b) Girls	5	3	14	13	--	--	15	04	22	18	15	12
B. <u>Background</u>												
(a) Rural	19	11	60	50	--	--	35	21	62	53	31	26
(b) Urban	6	3	6	8	--	--	10	6	10	8	11	10
C. <u>Caste</u>												
(a) General	25	14	53	52	--	--	24	15	46	40	27	25
(b) SC/ST	--	--	15	6	--	--	21	12	26	21	15	11
(c) OBC	--	--	--	--	--	--	--	--	--	--	--	--
Total Students	25	14	68	58	--	--	45	27	72	61	42	36
Overall Pass Percentage	56.00		85.29		--		57.45		84.72		85.71	
Students Getting 1st Div.	4		35		--		19		28		18	
Students Getting 2nd Div.	10		20		--		7		27		11	

Table 3.7 : Performance Level of Students in Class XII (1996)

Student Category	Name of the School											
	Almora		Mirzapur		Sitapur		Shimla		Mandi		Una	
	Appeared	Passed	Appeared	Passed	Appeared	Passed	Appeared	Passed	Appeared	Passed	Appeared	Passed
A. <u>Sex-wise</u>												
(a) Boys	28	22	49	42	47	45	35	34	32	29	26	16
(b) Girls	8	6	11	11	9	8	10	10	19	16	15	15
B. <u>Background</u>												
(a) Rural	26	21	49	42	39	36	31	31	42	36	36	27
(b) Urban	10	7	11	11	17	17	14	13	9	9	5	4
C. <u>Caste</u>												
(a) General	30	23	38	48	41	38	35	35	27	24	32	25
(b) SC/ST	6	5	22	5	15	15	10	9	24	21	9	6
(c) OBC	--	--	--	--	--	--	--	--	--	--	--	--
Total Students	36	28	60	53	56	53	45	44	51	45	41	31
Overall Pass Percentage	77.78		88.33		94.64		97.78		88.23		75.61	
Students Getting 1 st Div.	23		33		31		36		23		15	
Students Getting 2 nd Div.	5		--		21		14		20		15	

Table 3.7 : Performance Level of Students in Class XII (1997)

Student Category	Name of the School											
	Almora		Mirzapur		Sitapur		Shimla		Mandi		Una	
	Appeared	Passed	Appeared	Passed	Appeared	Passed	Appeared	Passed	Appeared	Passed	Appeared	Passed
A. <u>Sex-wise</u>												
(a) Boys	15	12	33	26	33	24	42	39	26	25	9	8
(b) Girls	-	--	7	6	6	6	26	22	15	14	3	3
B. <u>Background</u>												
(a) Rural	7	5	32	27	29	21	56	52	33	32	12	11
(b) Urban	8	7	8	5	10	9	12	9	8	7	--	--
C. <u>Caste</u>												
(a) General	14	11	32	26	35	28	33	32	28	26	7	6
(b) SC/ST	1	1	8	6	4	2	35	29	13	13	5	5
(c) OBC	--	--	--	--	--	--	--	--	--	--	--	--
Total Students	15	12	40	32	39	30	68	61	41	39	12	11
Overall Pass Percentage	80.00		80.00		76.92		89.71		95.12		91.67	
Students Getting 1 st Div.	7		22		15		25		27		6	
Students Getting 2 nd Div.	5		--		15		33		12		5	

Table 3.7 : Performance Level of Students in Class XII (1997)

Student Category	Name of the School											
	Almora		Mirzapur		Sitapur		Shimla		Mandi		Una	
	Appeared	Passed	Appeared	Passed	Appeared	Passed	Appeared	Passed	Appeared	Passed	Appeared	Passed
D. Sex-wise												
(c) Boys	15	12	33	26	33	24	42	39	26	25	9	8
(d) Girls	-	--	7	6	6	6	26	22	15	14	3	3
E. Background												
(c) Rural	7	5	32	27	29	21	56	52	33	32	12	11
(d) Urban	8	7	8	5	10	9	12	9	8	7	--	--
F. Caste												
(d) General	14	11	32	26	35	28	33	32	28	26	7	6
(e) SC/ST	1	1	8	6	4	2	35	29	13	13	5	5
(f) OBC	--	--	--	--	--	--	--	--	--	--	--	--
Total Students	15	12	40	32	39	30	68	61	41	39	12	11
Overall Pass Percentage	80.00		80.00		76.92		89.71		95.12		91.67	
Students Getting 1st Div.	7		22		15		25		27		6	
Students Getting 2nd Div.	5		--		15		33		12		5	

Table 3.7 : Performance Level of Students in Class XII (1998)

Student Category	Name of the School											
	Almora		Mirzapur		Sitapur		Shimla		Mandi		Una	
	Appeared	Passed	Appeared	Passed	Appeared	Passed	Appeared	Passed	Appeared	Passed	Appeared	Passed
A. <u>Sex-wise</u>												
(a) Boys	27	24	52	50	47	28	27	25	36	29	22	20
(b) Girls	9	7	5	5	9	6	14	14	16	14	10	9
B. <u>Background</u>												
(a) Rural	26	22	48	46	42	26	36	34	40	32	25	22
(b) Urban	10	9	9	9	14	8	5	5	12	11	7	7
C. <u>Caste</u>												
(a) General	35	30	54	52	45	21	19	19	31	23	25	22
(b) SC/ST	1	1	3	3	11	13	22	21	21	20	7	7
(c) OBC	--	--	--	--	--	--	--	--	--	--	--	--
Total Students	36	31	57	55	56	34	41	39	52	43	32	29
Overall Pass Percentage	86.11		96.49		60.71		95.12		82.69		90.62	
Students Getting 1 st Div.	26		46		14		24		18		16	
Students Getting 2 nd Div.	6		-		20		11		21		13	

Table 3.7 : Performance Level of Students in Class XII (1999)

Student Category	Name of the School											
	Almora		Mirzapur		Sitapur		Shimla		Mandi		Una	
	Appe- ared	Passed	Appe- ared	Passed	Appe- ared	Passed	Appe- ared	Passed	Appe- ared	Passed	Appe- ared	Passed
A. <u>Sex-wise</u>												
(a) Boys	27	22	62	53	43	43	38	35	37	36	43	39
(b) Girls	13	11	15	11	14	14	11	10	16	14	24	23
B. <u>Background</u>												
(a) Rural	30	25	57	46	44	44	41	37	47	45	61	58
(b) Urban	10	8	20	18	13	13	8	8	6	5	6	4
C. <u>Caste</u>												
(a) General	37	32	42	32	27	27	22	22	29	28	30	29
(b) SC/ST/OBC	3	1	35	32	30	30	27	23	24	22	37	33
Total Students	40	33	77	64	57	57	49	45	53	50	67	62
Overall Pass Percentage	82.50		83.12		100.00		91.84		94.34		92.54	
Students Getting 1st Div.	19		38		46		28		34		24	
Students Getting 2nd Div.	14		--		11		13		--		--	

Table 3.8 : Expenditure Pattern of the Selected Navodaya Vidyalayas
Navodaya Vidyalaya, Almora, U.P.

(Rs. in Lakh)

Head of Expenditure	1994-95	1995-96	1996-97	1997-98	1998-99
Staff Payment	1165595 (45.44)	1453026 (46.04)	1638151 (50.71)	2369241 (59.47)	2201060 (57.62)
Expenditure on Students	1048860 (40.90)	1316730 (41.72)	1280982 (39.65)	1292056 (32.43)	1222887 (32.01)
Library, Laboratory, Games	101748 (3.97)	72461 (2.30)	43431 (1.34)	39961 (1.00)	64529 (1.69)
Other Expenditure	248528 (9.69)	313900 (9.95)	268134 (8.30)	283009 (7.10)	331539 (8.68)
Total Expenditure	2564731 (100.00)	3156117 (100.00)	3230698 (100.00)	3984267 (100.00)	3820015 (100.00)

Navodaya Vidyalaya, Mirzapur, U.P.

Head of Expenditure	1994-95	1995-96	1996-97	1997-98	1998-99
Staff Payment	1685000 (38.55)	1921000 (40.27)	2245000 (42.84)	3310000 (52.56)	3694000 (51.83)
Expenditure on Students	1820000 (41.64)	2111000 (44.26)	2251000 (42.96)	2243000 (35.62)	2570000 (36.05)
Library, Laboratory, Games	52000 (1.19)	44000 (0.92)	66000 (1.26)	90000 (1.43)	57000 (0.80)
Other Expenditure	814000 (18.62)	694000 (14.55)	678000 (12.94)	654000 (10.39)	807000 (11.32)
Total Expenditure	4371000 (100.00)	4770000 (100.00)	5240000 (100.00)	6297000 (100.00)	7128000 (100.00)

Navodaya Vidyalaya, Sitapur, U.P.

Head of Expenditure	1994-95	1995-96	1996-97	1997-98	1998-99
Staff Payment	1312000 (39.79)	1673000 (38.19)	2112000 (44.19)	3191000 (55.63)	3638000 (57.10)
Expenditure on Students	1493000 (45.28)	1972000 (45.01)	1974000 (41.31)	1986000 (34.63)	2064000 (32.40)
Library, Laboratory, Games	84000 (2.55)	43000 (0.98)	97000 (2.03)	108000 (1.88)	64000 (1.00)
Other Expenditure	408000 (12.38)	693000 (15.82)	596000 (12.47)	451000 (7.86)	605000 (9.50)
Total Expenditure	3297000 (100.00)	4381000 (100.00)	4779000 (100.00)	5736000 (100.00)	6371000 (100.00)

Navodaya Vidyalaya, Shimla, H.P.

Head of Expenditure	1994-95	1995-96	1996-97	1997-98	1998-99
Staff Payment	1435000 (40.14)	1687000 (46.40)	2037000 (53.34)	2966000 (53.95)	3138000 (52.01)
Expenditure on Students	1768000 (49.45)	1739000 (47.83)	1490000 (39.02)	2169000 (39.45)	2481000 (41.12)
Library, Laboratory, Games	95000 (2.66)	31000 (0.85)	62000 (1.62)	76000 (1.38)	104000 (1.72)
Other Expenditure	277000 (7.74)	179000 (4.92)	230000 (6.02)	287000 (5.22)	310000 (5.15)
Total Expenditure	3575000 (100.00)	3636000 (100.00)	3819000 (100.00)	5498000 (100.00)	6033000 (100.00)

Navodaya Vidyalaya, Mandi, H.P.

Head of Expenditure	1994-95	1995-96	1996-97	1997-98	1998-99
Staff Payment	1556759 (42.82)	1942013 (50.43)	2069283 (52.16)	3316520 (62.67)	3597796 (60.02)
Expenditure on Students	1817007 (49.98)	1666724 (43.28)	1663393 (41.93)	1712621 (32.36)	2023637 (33.76)
Library, Laboratory, Games	90900 (2.50)	31757 (0.82)	43647 (1.10)	55746 (1.05)	70203 (1.17)
Other Expenditure	170733 (4.70)	210101 (5.45)	191000 (4.81)	207237 (3.92)	302703 (5.05)
Total Expenditure	3635399 (100.00)	3850595 (100.00)	3967323 (100.00)	5292124 (100.00)	5994339 (100.00)

Navodaya Vidyalaya, Una, H.P.

Head of Expenditure	1994-95	1995-96	1996-97	1997-98	1998-99
Staff Payment	1404000 (42.51)	1599000 (43.92)	1785000 (47.46)	2880000 (52.15)	3442000 (54.69)
Expenditure on Students	1565000 (47.38)	1810000 (49.71)	1632000 (43.39)	1990000 (36.03)	2112000 (33.55)
Library, Laboratory, Games	80000 (2.42)	45000 (1.24)	49000 (1.31)	53000 (0.96)	69000 (1.10)
Other Expenditure	254000 (7.69)	187000 (5.13)	295000 (7.84)	600000 (10.86)	671000 (10.66)
Total Expenditure	3303000 (100.00)	3641000 (100.00)	3761000 (100.00)	5523000 (100.00)	6294000 (100.00)

Table 3.9: Perception of the Principal on Sanctioned Amount of Money on Different Items of Expenditure per Child

School	Items of Expenditure						
	Mess (Rs. p.m.)	Uniform (Rs. p.a.)	Toilet Item (Rs. p.a.)	Stationery (Rs. p.a.)	Text Books (Rs. p.a.)	Travel (Rs. p.a.)	Medicines (Rs. p.a.)
Amount Sanctioned	425 or 450	350	260	345	100	60	60
<u>Is the Amount Sufficient</u>							
<u>UP</u> : Almora	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Mirzapur	Yes	Yes	Yes	Yes	Yes	Yes	No
Sitapur	No	Yes	Yes	Yes	Yes	Yes	Yes
<u>HP</u> : Shimla	No	No	Yes	Yes	Yes	No	No
Mandi	No	No	Yes	Yes	Yes	No	No
Una	Yes	No	No	Yes	Yes	Yes	Yes
<u>If No, what should the amount be:</u>							
<u>UP</u> : Mirzapur	—	—	—	—	—	—	120
Sitapur	700	—	—	—	—	—	—
<u>HP</u> : Shimla	600	450	—	—	—	7	—
Mandi	750	550	—	—	—	*	*
Una	—	700	400	—	—	*	*
* The specific amounts were not mentioned but the Principals indicated that the amounts be suitably revised.							

Table 3.10: Problems Faced by Principals in the Functioning of the Vidyalayas

Navodaya Vidyalaya	Type of Problems		
	Related to Teachers	Related to Children	Related to Administration
UTTAR PRADESH			
Almora	Nil	Nil	Vidyalaya still functioning at a temporary site Unsettled land dispute No boundary wall Shortage of accommodation
Mirzapur	Some teachers are not very sincere in teaching and other responsibilities given to them	Children not willing to go for migration	Problem of malaria Maintenance of building Power problem Location poor so for every requirement one has to go 35 kms. to Mirzapur
Sitapur	Greater degree of sincerity needed from the teachers	Lack of comprehension among Class VI. Some students are very poor. Children not willing for migration	Poor condition of school building. Procedure for sanction of grant for repair and maintenance is cumbersome Power problem.
HIMACHAL PRADESH			
Shimla	Nil	Some children of Class VI are so poor that despite additional efforts by teachers	No boundary wall, so problem of trespassing No play ground No M.P. Hall
Mandi	A few teachers are not efficient	Children go out on some pretext and remain absent for long periods. Indiscipline among students	No boundary wall so problem of security No play ground No M.P. Hall
Una	Nil	Nil	Shortage of both teaching and non-teaching staff

CHAPTER IV

ANALYSIS OF THE STUDENTS OF NAVODAYA VIDYALAYAS

In the previous chapter an attempt had been made to analyze the primary information collected by us with the help of schedules for the respective Navodaya Vidyalayas selected by us and their Principals. We had also collected information pertaining to the students about their background and their views related to the Vidyalayas and problems, which they face. This information will be analyzed in this chapter. As has been described earlier, we selected four students randomly from each class beginning from Class VII. The students of class VI were left out deliberately since it was felt that they would not be in a position to give a proper account of either their problems or perceptions since they had only just been admitted to the Navodaya Vidyalayas. Although students were selected randomly, care was, however, taken to select children in such a manner that our sample comprises of an equal number of rural and urban children, boys and girls, and those belonging to general caste and SC/ST/OBC categories. From each Navodaya Vidyalaya 24 students were interviewed and so our total sample was 144 students. The analysis in this chapter is, therefore, based on the survey of these 144 boys and girls. The break up of students in the different categories is shown in Table 4.1.

The occupational background of the parents of children forming our sample is shown in Table 4.2. Our sample had only a low percentage of parents who have agriculture as their primary occupation. In the total sample of 72 parents from Uttar Pradesh there were only 7 (9.72 per cent) whose occupation was cultivation. This

although belonging to an urban location, had managed to get a certification from the headmaster of the rural based primary school that the child had studied from Class III to V in his institution. Some Principals and teachers endorsed this view. However, once the child concerned gets a certificate to the effect that he/she has studied in a rural school he/she becomes eligible to the rural reservation. At the time of admission, the Principals are expected to verify whether the child comes from a rural area or not. Wherever there is a doubt in the mind of the Principal, a proper verification should be made since such cases are not too many. The children do not appear to be from a rural background if one observes their basic characteristics.

Another thing which this table brings out is that the average income of the households is well over Rs.50,000 per annum for rural or urban and general or SC/ST children. This goes to show that the Navodaya Vidyalaya scheme is not just popular among those who are economically not so well off but equally, if not more, popular among those who have a sound economic base as well. The double advantage of the scheme being that not only is the quality of education being provided in these Vidyalayas good, but that the entire expenses over a seven year period are fully borne by the Central Government. These very parents, particularly those living in urban areas have spent a fair amount of money on the primary education of their children by sending them to privately run English Medium Schools. These schools charge handsome fees and besides this considerable amount is also spent on their books and stationery and uniforms.

The educational background of the family members of our sample children is shown in Table 4.3. It is very encouraging to note that the percentage of illiterates is rather low. It was 6.32 per cent in the case of Uttar Pradesh and 4.34 per cent in

Himachal Pradesh. In all the six Navodaya Vidyalayas the maximum number of family members were at least educated upto the High School level. In the case of the three Vidyalayas of Uttar Pradesh a reasonable number of individuals had a university degree. This relatively high level of literacy among the family members possibly is the explanation as to why the primary occupation of the parents was found to be service and business.

When we look at the average size of the household it was found that among the three Navodaya Vidyalayas in Uttar Pradesh the urban households were slightly smaller as compared to the rural ones and this is the normal pattern as well. However, in the case of the three Navodaya Vidyalayas of Himachal Pradesh the average size of the urban household was smaller as compared to the rural household only in the case of Shimla. In the other two cases urban household size was bigger although only marginally.

From the background of the children it is clear that children have been coming from homes where the other family members too are literate. This obviously goes to prove that considerable changes have taken place from the time of inception of the Navodaya Vidyalaya scheme. It had been pointed out in an earlier chapter that among the first few batches of students entering the Navodaya Vidyalayas, a number of them were first-generation-learners. Over the years efforts have been made to cover all areas in such a way that there is a primary school within one kilometre of every village.

The other thing which is highlighted is that once an individual becomes educated then there is a greater tendency to take up a white-collar job rather than stick to the traditional occupation of agriculture. This is evident from the fact that in our sample the

proportion of parents belonging to rural areas and engaged in agricultural activities was found to be rather low. Finally, it was also observed that the average household incomes are not very low. There are, of course, children who get selected even from the lowest income strata but in general the economic conditions have improved all over and this is reflected in the level of household income of our sample children as well.

The Navodaya Vidyalayas have become popular over the years and each year quite a number of students appear in the admission test to avail the opportunity of getting free education for a seven year period. We asked the sample students as to how they received information about the Navodaya Vidyalaya scheme and the admission test and how they went about preparing for achieving success in the admission test. This information has been tabulated in Table 4.4. The single most important source of information to the children about the Navodaya Vidyalaya scheme and admission test are the Headmaster and Teachers of the primary schools in both rural and urban areas. Among the three Navodaya Vidyalayas of Uttar Pradesh around 62.5 per cent of the student respondents of Almora came to know about the scheme from this source. The percentage in the case of Mirzapur and Sitapur was around 46 and 33 respectively. Among the three Vidyalayas of Himachal Pradesh among 79 per cent of the students of Una had come to know of this scheme from the Headmaster or Teacher of the primary school where they were studying. In Shimla the corresponding figure was 54 per cent while in the case of Mandi it stood at around 42 per cent. The respective Navodaya Vidyalayas receive admission test forms from the Samiti and these are circulated by the Inspector of Schools in each and every block and then down to the primary schools at the village level. The fact that such a high proportion of children became aware of the scheme from their teachers goes to prove that the pattern

of distribution adopted to circulate admission test forms all over the district has proved to be effective and successful.

The second most important source of knowledge about the scheme and admission test are the parents and relatives themselves. First of all our sample has revealed that the family members are literate and so they are aware of this scheme. Moreover, if children have qualified from their village itself or from an adjoining village they become aware of not only the scheme but also about the quality of education which these schools are providing and that too free of cost. Children, who are already enrolled in the Navodaya Vidyalayas keep talking of their institution and the facilities which they enjoy and this becomes another important source of information on the one hand and inspiration on the other among other children of the locality to try and get admission in the Navodaya Vidyalaya. The spread of information about Navodaya Vidyalaya scheme and dates for procuring forms and of the admission test is also carried out with the help of advertisements in local newspapers. This is, however, less effective particularly in the rural areas where not many people have access to the newspapers.

Since there is a heavy dependence on the Headmaster for obtaining the admission form and then for his certification regarding the bonafides of the students, the Headmasters of some areas have been indulging in certain malpractices. Admission forms are being provided to those whom the Headmaster favours and to those who give him either monetary or non-monetary benefits. The non-monetary benefits are made by working on the agricultural land of the Headmaster. As a consequence some deserving children are deprived of the opportunity to get selected in the Navodaya Vidyalayas. This is a fact which has been coming to light in the recent past only and efforts should

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be made to verify the same and to put an end to this malpractice as soon as possible. The word is also around that once a child's parents have pleased the Headmaster he/she is also shown special favour on the day of the admission test. This the teachers of the Navodaya Vidyalaya feel is the reason why some of the selected children are so poor and yet they qualify in the admission test conducted by the Samiti. This is the reason why some Principals and Teachers of Navodaya are of the opinion that the admission test should be held in the respective Navodaya Vidyalayas.

Since each block has a specific quota on the basis of population, a number of students get selected from the respective blocks. Thus, we have a high response from the students that there were other children too who got selected from their village or town.

As far as preparation for the admission test is concerned, it was found that most children do their own self-studies and take help from their family members to prepare for the test. The admission test is an annual feature and the tests are purely objective in which the computation, language and comprehension ability of children is tested. Keeping in mind the pattern of the questions asked over the years many enterprising people have published guides, which help the children to gear themselves for the final examination. A large number of children have taken help of these guides. The overall pattern that emerges is that around two-thirds of the total respondents have said that they prepare at home with the help of their parents or elder brothers and sisters. However, in the case of the three Navodaya Vidyalayas of Uttar Pradesh, only around 51 per cent are doing self-studies. The remaining children have had tutors or attended some coaching in their effort to qualify for admission to a Navodaya Vidyalaya. In the

schools of Himachal Pradesh, on the other hand, the proportion of those doing self-studies is close to four-fifths.

Children who are successful and qualify the admission test are children who had, till then, been studying in the primary institutions run by the respective state governments or in some privately run institutions. When these children come to the Navodaya Vidyalaya they have to follow the CBSE syllabus. Moreover, they enter a residential institution where maximum emphasis is given on regular studies during normal class time and also by way of supervised studies during which children do their homework and prepare for the regularly held unit tests. Those who do not fare very well have to attend remedial classes in an effort to come at par with the rest of their class-mates. Thus, they face a different educational environment all together as compared to what they had been used to upto Class V. It is this change, which is analyzed with the help of Table 4.5.

Except in some rare cases of students in Almora, Sitapur and Una, children unanimously accepted the fact that there was a considerable difference in the educational level between their old school and the Navodaya Vidyalaya. When we enquired about the type of difference, we got multiple responses from the children and these have been depicted in Table 4.5. The most important difference pointed out by the children of the three Navodaya Vidyalayas of Uttar Pradesh was that the teaching methods are much better and this was closely followed by their observation that the quality of teachers in the Navodaya Vidyalayas is superior in comparison to the Institution, where they had studied earlier. The other important differences were that in the Vidyalaya classes are regular and homework too is regularly provided; and that not only is the syllabus different but better too.

In the case of the three Navodaya Vidyalayas of Himachal Pradesh, the response in favour of better teachers and better teaching methods is equally important. Yet another aspect, which has impressed the children is the study schedule, which they have to go through in which they have to attend classes regularly and also get homework daily.

When asked whether they had any initial problem after joining the Navodaya Vidyalaya around one-third of the respondents from the three schools of U.P. admitted that they did face an initial problem. In all the three institutions the maximum number having admitted this are those who come from the rural areas. The pattern was somewhat similar even with respect to the three Navodaya Vidyalayas of Himachal Pradesh with the exception of Una, where a relatively larger number of urban children responded that they had an initial problem.

The type of problem which has troubled these children is the third language. The Navodaya Vidyalayas, as has already been indicated earlier, follow the three language formula. In a Navodaya Vidyalaya the third language is the one from where the children come under the migration scheme. It is, therefore, quite understandable that learning any new language poses its initial problems. This was the problem, therefore, which has troubled both rural and urban children alike. The other problems related to non-availability of school books, home sickness and quality of the food.

As far as the assessment of the students about the quality of the teachers, it was found that in all the six Navodaya Vidyalayas the children have rated the teachers as good or very good. It is only in the case of Navodaya Vidyalaya, Mandi that a total of 5 students have said that their teachers are average. The Navodaya Vidyalaya Samiti

has been aiming at providing good quality teachers by adopting a selection procedure through which qualified teachers are appointed for different subjects. It is, therefore, understandable that students have a high opinion of teachers under whose supervision they are receiving education. However, the students have a very clear thinking that the quality of teachers who are appointed on a part-time basis is generally not very satisfactory.

We also asked the children to evaluate their own performance by making an assessment as to whether they have made any academic progress after joining the Navodaya Vidyalaya. For this, we had asked them to base their judgement on their performance in the unit tests and annual examinations. In the case of students in Almora over eighty per cent feel that they have maintained a steady progress and there have been not too much of a difference. In the case of Mirzapur, however, around 58 per cent students feel that their performance has shown an improvement over the years. The percentage of such students was around 38 in case of Sitapur. In the case of the three Navodaya Vidyalayas of Himachal Pradesh, however, the percentage of students who felt that they have improved was around 62, 58 and 67 in the case of Shimla, Mandi and Una in that order. On an average, therefore, close to half the total respondents (46.5 per cent) in the six selected Navodaya Vidyalayas feel that they have improved their performance after joining the school. This is a fair reflection of the fact that the Navodaya Vidyalayas have been aiming to impart quality education to the children with the help of their team of qualified teachers and improved teaching methods.

Sports and games are compulsory for both boys and girls in a Navodaya Vidyalaya. Games help in bringing about an all round development in the personality of

the children and helps them to inculcate qualities of sportsmanship, team spirit and competitiveness. The popular games in all the Vidyalayas are Kabaddi, Kho-Kho, table tennis, and volleyball since neither not much space is required for them nor do they call for very heavy expenditure. The other games and sports which children play in some Vidyalayas, over and above those already mentioned above are badminton, athletics, cricket, hockey and football. These are those games, which require a proper playing field. In the Navodaya Vidyalayas of Almora, Shimla and Mandi there is a basic problem of non-availability of a proper playground. The children of these institutions feel that they are handicapped as a result of this drawback. Shimla hopefully will be able to have its playground in the near future.

All Navodaya Vidyalayas also have a PT teacher, who also looks after the coaching facilities for the different games. The children from the Vidyalayas of Uttar Pradesh are generally satisfied with the coaching facilities available to them. However, in the case of the students of Shimla and Mandi, not only are they dissatisfied since these Vidyalayas do not have a proper playground, but also because they feel that one PT instructor is not sufficient to be able to provide proper coaching in five or six different games. These children are aware of the fact that the Navodaya Vidyalaya, Una, has a very well developed 400 metre athletics track, a cricket field with a properly laid pitch and grounds for hockey and football. Moreover, the children are being trained by National level coaches in athletics, cricket and hockey on a regular basis.

It may not be possible for the Samiti to provide coaches for different games to every Vidyalaya. But the type of arrangements, which Una has made can be thought of and made in other Navodaya Vidyalayas wherever possible. Even if a National level coach is unavailable, the services of a state or district level player can always be taken

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and one or two such persons should be available in each district. Games become really meaningful if proper coaching and guidance is given to children at the right age. For this the Navodaya Vidyalayas are best suited since children join them at the age of around 10 years. This is the best age to identify children with an aptitude for a particular game and to develop their skills over a seven year period.

The opinion of students was taken about the quality of food provided to them and the general condition of the hostels where children stay. This information has been tabulated and presented in Table 4.6. In the case of the three Navodaya Vidyalayas of Uttar Pradesh a high percentage of students have said that the quality of food provided is good. These percentages are 62.5 in case of Almora, 41.7 in Mirzapur and 54.2 in Sitapur. In both Almora and Mirzapur, the percentage of students stating that the quality of food is poor is very low. However, as many as one-fourth of the students feel that the quality of the food is poor in the case of Sitapur. Thus, if we take the overall average for the 3 schools taken together, around 52 per cent feel that the quality of food is good while the rest feel that it is either average or poor in quality.

In the case of the three Navodaya Vidyalayas of Himachal Pradesh, the percentage of students who feel that the quality of food is good is relatively low. It is 25 per cent in Shimla, 12.5 per cent in Mandi and 41.7 per cent in Una. The overall percentage for the 3 schools taken together works out to be around 26 per cent only. The bulk of the students (around 54 per cent from the three Vidyalayas taken together) have said that food is of average quality. The rest feel that quality is poor. When we look at the schools individually about 25 per cent students each from Shimla and Mandi have criticized the quality of food, which is served to them.

being purchased. Only in Mirzapur children do not go for purchasing for the simple reason that purchases have to be made in Mirzapur city and a considerable amount of time is spent and so the children have to miss classes if they are to accompany the teachers for making purchases. In the Navodaya Vidyalayas of Himachal Pradesh the students informed that they are not made members of the purchase committee. In Mandi the Catering Assistant had joined only a few months prior to our visit. The complaint of the children was that the quality of food has gone down since he has taken over as the catering assistant.

Not all the students, who have complained about the quality of food being poor, have had the courage to go upto the Principal and inform him about the quality of food being served to them. However, even those who have picked up the courage to do so lament that nothing has been done in this connection despite the fact that assurance is given to them that appropriate action will be taken.

As far as the condition of the hostels is concerned, the hostels are in a poor shape in both Mirzapur and Sitapur. The buildings are old and need repair very urgently. The walls and ceilings are leaking. Electrical connections are old and there are times when current passes through the walls. In many cases the ceiling fans have been getting regularly damaged because the water enters the armature coil through the leaking roofs. Yet another problem is that in these hostels the roof is not very high and children are provided double-decker beds. The child who is on the top bed is very unsafe because if he sits up then his head will hit the ceiling fan. Consequently the ceiling fans have to be removed. During summer this is a big inconvenience. Added to this is the fact that the very shape of the dormitory is zigzag and the housemaster cannot keep an eye on the students by standing at one position. The children are not

provided with even a table and chair so that they can sit and work. This zigzag design has been replaced by normal rectangular rooms in the new hostel buildings and these new buildings are being provided with cement concrete beds. However, the problem of the old hostels has not been removed.

The condition of the bathrooms and toilets is so bad that it can not even be described aptly. The toilets have iron doors which have rusted and one-quarter to half the doors of each and every toilet has been torn apart. Besides this, the flush system does not work in Sitapur and so the children scale the boundary wall for defecation. Most taps are broken. The Principals point out that procedure to carry out repair and maintenance is so cumbersome that it is not possible to complete the desired formalities on time and so the grant meant for repair and maintenance lapses. Consequently, the condition of the hostels does not improve.

The condition of hostels was much better in the Navodaya Vidyalayas of Himachal Pradesh. This is so because although the schools are not new yet the construction work was finalized only recently. In fact in Mandi the girls' hostel has yet to be handed over and the existing hostel is one which really is unfit for placing girl students in it. The campus of Shimla being small, the construction of the boys' hostel is done in a different manner. The girls' hostel too is constructed in a peculiar manner and is not very comfortable.

We also enquired from the students about the various facilities which they enjoy in the Navodaya Vidyalaya, the different types of problems, which they face in the hostel and their assessment about the overall atmosphere of their Vidyalaya. These are shown in Table 4.7. In the case of the three Navodaya Vidyalayas of Uttar Pradesh

the opinion of students was more or less equally divided about the overall atmosphere of the Vidyalayas between good and average. In the case of Himachal Pradesh, however, a majority of students in Shimla and Una were of the opinion that the Vidyalaya provides them with a good and congenial atmosphere. The students of Mandi, however, were an exception since a majority felt that the atmosphere was not ideal. The possible explanation behind this feeling among students may have its roots in the fact that the school does not have a proper boundary wall. Moreover, the play field just in front of the boys' hostel is disputed land and children from outside come and play regularly. This creates various problems since there is no way these outsiders can be checked. Many a times clashes take place between hostel children and outsiders and so the atmosphere remains disturbed. This further highlights our observation that a proper boundary wall and regular check on trespassing is a must and that the present sanctioned posts of two chawkidar-cum-sweeper is insufficient to look after the security arrangement of the Navodaya Campus.

The hostel problems are more with the students in the Vidyalayas of Uttar Pradesh. This is mainly because of the condition of the hostel buildings, which has already been described earlier. The state also has a chronic power problem and this adds to the woes of the children. Water problem stems from the fact that taps are broken and have not been replaced and toilets are in a very sorry state. These problems are generally not found in the three Navodaya Vidyalayas in Himachal Pradesh. The problem, however, which is common in the hostel of Himachal Navodaya Vidyalayas is the ill treatment of junior boys by their seniors. In Uttar Pradesh this problem has been reported by Mirzapur students only. These are problems common in most residential schools and the respective housemasters can easily tackle this problem with the help of the school prefects. The complaints by children of Shimla

regarding hostel being unsafe is again on account of the fact that the Vidyalaya does not have a proper boundary wall.

The Samiti provides TV and VCP to the Navodaya Vidyalayas and the respective Principals decide where these are to be placed and the regularity with which students can view the programmes. The VCP is normally used on a Sunday when children are granted permission to obtain a cassette and view some movie, which has been duly approved by the Principal or the Housemaster. The other means of entertainment are provision of indoor games. Sitapur was the only Navodaya Vidyalaya, which does not have a TV. They also do not possess a VCP. Two other schools, Almora and Una too do not have a VCP.

As far as other recreation facilities are concerned, the children of Almora and Mirzapur are taken out for a picnic. This is mainly because of the initiative shown by the two Principals. In fact the Principal of Almora is so enterprising that he has taken children on a trekking expedition to Pindari Glacier. These two schools also take out children for other outings to places of interest and this pattern is also followed in the Navodaya Vidyalayas of Shimla and Mandi. The other means of recreation, which are a regular feature of all the Navodaya Vidyalayas is their emphasis on cultural programmes. Each Navodaya Vidyalaya has a number of very talented children and this talent of theirs is fruitfully exposed by giving them the opportunity to participate in cultural programmes which include dramatics, folk dancing and singing and fine arts. For the last few years a programme is being conducted by the Navodaya Vidyalaya Samiti in New Delhi every year and hundreds of children come from the Navodaya Vidyalayas all over the country representing the eight regional offices of the Samiti. An innovative non-formal educational enrichment programme, called Art in Education was

launched in 1993. In this children from different parts of the country display their skill in art and craft. Art exhibitions are held and along with it the children also participate in a rich array of music and dance. This year around 720 students had come for the meet from all over the country. This included a total of 52 students from the Navodaya Vidyalayas of UP and 107 from the four states under Chandigarh Region. 25 cultural programmes were presented over a three day period. These included 4 from UP and 3 by the different Navodaya Vidyalayas of Himachal Pradesh. These programmes are an adequate evidence of the calibre of the children enrolled in the Navodaya Vidyalayas. Besides this, exhibition of science, social science was also held and this too brought out the academic brilliance of the children. Not only had they displayed beautifully made working models but also the fact that they could explain their working was proof of the fact that the children actually knew the subject. Such activities, therefore, need to be praised and encouraged.

As a rule children who join a Navodaya Vidyalaya are generally not granted permission to go out of school while the academic session is going on. However, the concerned Principals have been given the authority to use their discretion to allow children to go out for a specified time on a Sunday or some public holiday so that the children may have an occasional change from their normally busy schedule.

The scheme of migration is a unique feature of the Navodaya Vidyalayas and through this the government wishes to attain the objective of national integration, to teach children about the culture and traditions of other states and to develop a three-language formula. Each Navodaya Vidyalaya located in a Hindi speaking state has a tie-up with another Navodaya Vidyalaya from a non-Hindi speaking state and every year 30 per cent children studying in Class IX, from one Navodaya Vidyalaya migrate to the

other Navodaya Vidyalaya whose 30 per cent children in exchange come to this Navodaya Vidyalaya for one full academic year. The tie-up of the Navodaya Vidyalayas selected by us for the study is as follows:

<u>Uttar Pradesh</u>	Almora	Chandigarh
	Mirzapur	Arunachal Pradesh
	Sitapur	Kerala
<u>Himachal Pradesh</u>	Shimla	Goa
	Mandi	Meghalaya
	Una	Andhra Pradesh

In the first instance the boys and girls are asked to volunteer to go for migration. However, if the number of volunteers falls short of the required number then the remaining children are selected on the basis of a lottery. In our sample of students from class X and upwards we drew students who had been away to a different state under the migration scheme. We, therefore, asked them about their views on this scheme and their experiences. The sample that we drew was such that in the case of the three Navodaya Vidyalayas of Uttar Pradesh we got both who had volunteered to go and those who were selected through a lottery basis. In the three schools of Himachal Pradesh, on the other hand, our sample consisted of students who had themselves volunteered to go. When asked about the type of problems faced by them in the different states we got multiple responses from the children. The children belonging to the Navodaya Vidyalayas of UP seem to face far more problems particularly in the case of Mirzapur and Sitapur. These problems range from those related to language, food, threat from local students, differences in the study pattern and quality of teachers.

The problems are far less in the case of the children belonging to the Navodaya Vidyalayas of Himachal Pradesh. The only exception being Mandi. This is so because the children have to go to Meghalaya. The North-Eastern states have a totally different culture and so adjustment is rather difficult when children from the Hindi speaking belt go to stay there.

However, despite the fact that quite a number of children have faced problems of different types while in a different state, they still feel that they have benefitted from the migration scheme as they could learn about the culture and customs of the state where they had visited and their host institution took them around to show some places of interest as well. The only negative response was from students who had visited the North-Eastern states from Mirzapur and Mandi.

The children from Almora informed that the condition of buildings and hostel in Chandigarh were much better than that of Almora. We had the opportunity to visit Chandigarh while we had gone there to discuss with officials in the regional office and made it a point to visit the Navodaya Vidyalaya, Chandigarh. Despite the fact that it does not have a 30 acre campus yet it is a prestige Navodaya Vidyalayas of the region and its buildings are well constructed and maintained. Almora as we know has been functioning upto now on a temporary site and the land problem has deprived them the opportunity to construct new buildings. Children going from Mirzapur report that their buildings are much better than what they saw in Arunachal Pradesh. Similarly the students of Sitapur also felt that the Navodaya Vidyalaya of Kerala had poor buildings or average ones. Children migrating from Shimla and Mandi did not have a very high opinion about the condition of buildings that they saw in Goa and Meghalaya. However,

the opinion was split in the case of the four migrated children in Una since two felt the condition of buildings was good in Andhra Pradesh while the remaining two felt that was average or poor.

On the whole, the children from all the 6 Navodaya Vidyalayas were satisfied with the teaching environment of their own state rather than the state of migration. The only exception we found was in the case of students of Una. The students of Una were of the opinion that the children of Andhra Pradesh were more intelligent as well. In the remaining Navodaya Vidyalayas of Himachal Pradesh, the students felt there was not much difference among the intelligence level of the children between the two states. In the case of Mirzapur students they felt that children of Arunachal Pradesh are less intelligent than them. Those of Almora and Sitapur feel that there is not much difference.

We also had the opportunity of having discussions with children who had migrated from other states to the six selected Navodaya Vidyalayas. Only those children who had migrated from North-East or the Southern states were having some language problem. Those from the North-East were also having food problem since they are non-vegetarians and here only vegetarian food is available. They were therefore, feeling homesick in the new environment as they had never been so far away from home. It was very early for them to comment on whether they have benefitted from the scheme of migration. Children from Chandigarh, Goa and Andhra Pradesh felt that their school buildings are better. However, the ones migrating from Arunachal Pradesh and Meghalaya accepted that the buildings at home are poor. They also felt that they have come to a better teaching atmosphere and that the children are more intelligent as compared to their home state.

Finally, we asked the children to identify some of their problems and offer suggestions for their removal. This is shown in Table 4.9. Generally speaking the children from Almora and Mirzapur feel that they do not have much of a problem as the problem relates to homesickness and children get over it after an initial phase. The children of Sitapur, besides problem of homesickness also have some problem with their teachers and are troubled by the fact that the campus is low lying and gets water logged during the monsoons.

Even in Shimla, Mandi and Una the children generally have no major problem as such. The main problem besides home sickness is that the schedule, which they have to follow, is very busy. Besides this the students of Shimla and Mandi feel handicapped by the absence of a proper play-ground.

Children who suffer from homesickness feel that when they first arrive in school the teachers should ensure that a more homely atmosphere is provided to them. Those who have problem with teachers feel that the teachers must be more understanding and tolerant. Finally, those who are disturbed over the busy schedule of the Vidyalaya express their opinion that children should be provided with more leisure time. If this is done their working efficiency will improve still more.

The analysis carried out in this chapter highlights the fact that children have felt free in answering the questions posed to them and have not hesitated in pointing out the draw backs which they feel are found with respect to the mess and condition of the hostel building and facilities provided. The other aspect which emerges from the data is

that the problems which children have identified are basically administrative in nature such as the need to improve the quality of food, carry out repair and maintenance of hostel building, provide play field, etc. No child has said anything adverse against the general teaching pattern. Thus, it may be concluded that even from the point of view of the students the educational standards maintained by the Navodaya Vidyalayas are very satisfactory and so is the calibre of the teaching staff beyond doubt.

Table 4.1 : Distribution of Sample Children in Different Categories

Category of Students	Uttar Pradesh			Himachal Pradesh		
	Almora	Mirzapur	Sitapur	Shimla	Mandi	Una
Total No. of Students surveyed from each Navodaya Vidyalaya	24	24	24	24	24	24
<u>Categories</u>						
General	12	12	12	12	12	12
SC/ST/OBC	12	12	12	12	12	12
Rural	12	12	12	12	12	12
Urban	12	12	12	12	12	12
Boys	12	12	12	12	12	12
Girls	12	12	12	12	12	12

Table 4.2 : Occupational Background of Parents (Uttar Pradesh)

Occupation and Income Group	Almora				Mirzapur				Sitapur			
	Rural	Urban	General	SC/ST/OBC	Rural	Urban	General	SC/ST/OBC	Rural	Urban	General	SC/ST/OBC
<u>Occupation</u>												
Agriculture	--	1	--	1	3	2	1	4	1	--	--	1
Service	8	10	8	10	7	9	9	7	10	5	7	8
Business	4	1	4	1	1	1	1	1	1	6	5	2
Self-Employed	--	--	--	--	--	--	--	--	--	1	--	1
Professional	--	--	--	--	1	--	1	--	--	--	--	-
<u>Household Income (Rs.p.a.)</u>												
Below 25000	--	--	--	--	1	1	2	--	--	1	--	1
25000-50000	3	4	2	5	7	3	5	5	4	2	2	4
50000-75000	6	6	7	5	4	3	3	4	6	3	6	3
Above 75000	3	2	3	2	--	5	2	3	2	6	4	4
Average Household Income (P.A.)	68250	60800	70250	58800	43417	64050	49800	57887	66167	83333	77333	72167

Table 4.2 (Contd...)

(Himachal Pradesh)

Occupation and Income Group	Shimla				Mandi				Una			
	Rural	Urban	General	SC/ST/OBC	Rural	Urban	General	SC/ST/OBC	Rural	Urban	General	SC/ST/OBC
Occupation												
Agriculture	6	--	4	2	1	--	--	1	3	1	1	3
Service	2	9	5	6	6	7	6	7	8	4	5	7
Business	2	1	1	2	2	3	4	1	1	1	2	0
Self-Employed	2	1	1	2	3	2	2	3	--	6	4	2
Professional	--	1	1	--	--	--	--	--	--	--	--	--
Household Income (Rs.p.a.)												
Below 25000	--	--	--	--	1	--	--	1	--	1	--	1
25000-50000	7	4	5	6	4	2	2	4	2	4	2	4
50000-75000	2	4	4	2	5	7	7	5	3	5	5	3
Above 75000	3	4	3	4	2	3	3	2	7	2	5	4
Average Household Income (P.A.)	48500	81167	51250	56417	52000	67167	63250	44667	77583	75833	75667	59750

Table 4.3: Average Family Size and Educational Background of Family Members

Educational Level of Family Members	Uttar Pradesh			Himachal Pradesh		
	Almora	Mirzapur	Sitapur	Shimla	Mandi	Una
Illiterate	5	15	7	5	5	6
Can read and write	1	--	11	3	11	2
Upto Class V	20	18	15	13	13	18
Upto High School	49	47	57	59	55	58
Intermediate	28	26	32	30	28	31
Graduate & PG	28	31	28	7	11	13
Professional	2	5	2	--	1	--
Total	133	142	152	117	124	128
<u>Average Size of Family</u>						
Rural	6.42	6.33	6.42	4.92	5.00	5.25
Urban	6.25	5.50	6.25	4.83	5.33	5.42

Table 4.4 : Details from Students about Admission to the Navodaya Vidyalayas

Details	Uttar Pradesh			Himachal Pradesh		
	Almora	Mirzapur	Sitapur	Shimla	Mandi	Una
<u>Knowledge about Admission to a Navodaya Vidyalaya</u>						
Headmaster/Teacher	15	11	8	13	10	19
Advertisement	1	3	--	3	--	1
Parents/Relatives	2	6	9	6	9	4
Senior Students of NV	6	4	7	2	5	--
<u>Preparation for the Admission Test:</u>						
Self/Help from Family	10	13	14	23	17	17
Tuition/Coaching	14	11	10	1	7	7
<u>Did Other Children also Qualify from your Village/Town</u>						
Yes	21	17	15	13	14	17
No	3	7	9	11	10	7

Table 4.5: Perception of Students About the Navodaya Vidyalayas

Students Views	Uttar Pradesh						Himachal Pradesh					
	Almora		Mirzapur		Sitapur		Shimla		Mandi		Una	
	R	U	R	U	R	U	R	U	R	U	R	U
<u>Is there a difference in the Educational level of your old school and the NY</u>												
Yes	11	11	12	12	12	11	11	12	12	12	12	11
No	1	1	--	--	--	1	1	--	--	--	--	1
<u>Type of Difference</u>												
Better teachers	8	8	9	8	7	10	11	12	12	12	12	11
Better teaching methods	11	11	11	9	9	6	10	12	11	11	12	11
Regular Class & Home Work	9	5	7	7	9	5	5	11	11	11	12	11
Different Syllabus	7	7	11	10	6	4	3	7	6	8	11	10
Better Syllabus	8	5	10	9	1	--	4	5	2	3	6	5
<u>Did you face any initial problem after joining the NV</u>												
Yes	7	4	3	1	6	3	1	--	3	2	3	5
No	5	8	9	11	6	9	11	12	9	10	9	7
<u>Type of Problem</u>												
Third language	7	4	3	1	6	3	--	--	1	2	2	2
Non-availability of books	--	--	1	--	1	--	--	--	2	--	--	1
Home sickness	--	--	--	--	--	--	1	--	--	--	--	3
Poor quality food	--	--	--	--	--	--	1	--	--	--	1	--
<u>How do you rate your teachers</u>												
Very Good	3	3	3	6	2	2	5	8	4	3	4	8
Good	9	9	8	6	9	10	6	3	7	5	7	4
OK	--	--	1	--	1	--	1	1	1	4	1	--
<u>Performance of Children After joining the N.V.</u>												
Improvement	9	1	7	7	5	4	5	10	8	6	9	7
Not much difference	3	11	5	5	7	8	7	2	4	6	3	5

Table 4.6: Students Opinion about Food and Condition of Hostels

Opinion of Students	Uttar Pradesh			Himachal Pradesh		
	Almora	Mirzapur	Sitapur	Shimla	Mandi	Una
<u>Quality of Food</u>						
Good	15	10	13	6	3	10
Average	8	13	5	13	15	11
Poor	1	1	6	5	6	3
<u>If poor, have you reported to Principal</u>						
Yes	1	--	--	4	4	2
No	--	1	6	1	2	1
<u>Was any action taken by the Principal</u>						
Yes	1	--	--	1	--	--
No	--	--	--	3	4	2
<u>General Condition of Hostel Rooms and Toilets</u>						
Good	4	1	3	9	9	18
Average	18	9	17	10	6	4
Poor	2	14	4	5	9	2

Table 4.7: Views of Students About Facilities Available in the Navodaya Vidyalaya and General Atmosphere

Facilities	Uttar Pradesh			Himachal Pradesh		
	Almora	Mirzapur	Sitapur	Shimla	Mandi	Una
<u>General atmosphere of the NV</u>						
Good	13	12	13	15	9	21
Average	11	12	11	9	15	3
<u>Type of Problem Faced in the Hostel</u>						
Water	3	1	10	--	--	--
Electrical fittings	--	2	11	--	--	2
Toilets & Bathroom	2	9	6	--	--	2
Damp & Leaking roof and walls	--	16	--	--	2	--
Ill-treatment by senior students	--	9	--	5	3	2
Congested Hostels	--	1	--	1	--	--
Unsafe	--	--	--	4	--	--
<u>Entertainment Facilities in Hostel</u>						
TV	Yes	Yes	No	Yes	Yes	Yes
Indoor games	Yes	Yes	Yes	Yes	Yes	Yes
VCP/VCR	No	Yes	No	Yes	Yes	No
<u>Recreation Facilities</u>						
Picnic	Yes	Yes	No	No	No	No
Other outings	Yes	Yes	No	Yes	Yes	No
Cultural activities/Quiz	Yes	Yes	Yes	Yes	Yes	Yes
<u>Is permission granted to go out on Holidays</u>						
Yes	No	No	No	Yes	No	No
No	Yes	No	Yes	No	No	Yes
Occasionally	No	Yes	No	No	Yes	No

Table 4.8: Student's Perception about Migration

Issues related to Migration	Uttar Pradesh			Himachal Pradesh		
	Almora	Mirzapur	Sitapur	Shimla	Mandi	Una
<u>Did you volunteer to go</u>						
Yes	3	2	4	6	4	4
No	2	2	5	--	--	--
<u>Did you face any problem related to:</u>						
Language	1	3	6	1	4	2
Studies	1	2	5	--	2	--
Teachers	3	1	3	-	1	--
Food	1	3	4	--	3	1
Local Students	1	3	3	1	2	--
Homesickness	3	3	4	3	--	--
Environment	1	1	4	5	--	1
<u>Have you benefitted from this scheme</u>						
Yes	5	2	8	6	3	4
No	--	2	1	--	1	--
<u>What was the condition of the school building/Hostel in the other state</u>						
Good						
Average	5	--	--	--	--	2
Poor	--	--	5	2	2	1
	--	4	4	4	2	1
<u>Was the teaching environment of the other state better</u>						
Yes	2	1	1	1	1	3
No	3	3	8	5	3	1
<u>What was the Intelligence Level of the Students of the Other State</u>						
Better	--	--	1	2	--	4
Same	3	1	7	4	4	--
Poor	2	3	1	--	--	--

Table 4.9: Problems Faced by the Children and Suggestions

Problems/Suggestion	Uttar Pradesh			Himachal Pradesh		
	Almora	Mirzapur	Sitapur	Shimla	Mandi	Una
<u>Do you face any problem</u>						
Yes	2	2	7	7	4	3
No	22	22	17	17	20	21
<u>If yes, nature of problem</u>						
Home sickness	2	1	2	2	4	2
Problem with teachers	--	1	2	--	--	--
Water logging during rainy season	--	--	3	--	--	--
Very busy schedule	--	--	--	3	2	1
No playground	--	--	--	2	2	--
<u>Solution</u>						
Homely environment	2	1	2	2	4	2
Teachers should understand students better	--	1	2	--	--	--
Proper drainage system	--	--	3	--	--	--
more leisure time	--	--	--	3	2	1
play ground facilities needed	--	--	--	2	2	--

CHAPTER V

COMPARATIVE ANALYSIS OF THE STATES AND POLICY IMPLICATIONS

We have so far discussed the Navodaya Vidyalaya Scheme in its historical perspective and have shown the progress achieved in the development of Navodaya Vidyalayas since the inception of the scheme at the All India level, and in the two Regional Offices of Lucknow and Chandigarh. These are the regions of our immediate interest since we have selected the six Navodaya Vidyalayas of Uttar Pradesh and Himachal Pradesh for our detailed analysis. These aspects were covered in the first two chapters of the study. The third chapter was devoted to the analysis of primary information, which we have collected from the six Navodaya Vidyalayas located in Uttar Pradesh and Himachal Pradesh and from their respective Principals. The views expressed by the Teachers working in these Vidyalayas were also incorporated in the Chapter. In the fourth chapter we have focussed our attention in the analysis of information, which we have collected from the children enrolled in these Navodaya Vidyalayas. The children have expressed their views on various matters related to the educational and other facilities being provided by the Navodaya Vidyalayas.

In this chapter we will make an effort to draw the points of similarity and dissimilarity which exist between the Navodaya Vidyalayas of Uttar Pradesh and Himachal Pradesh. Moreover, a modest effort will also be made to offer some suggestions which arise out of the analysis of the data carried out by us as well the discussions held by us with various officials at the Head Office of the Samiti in New Delhi, the two regional offices as well as Principals and teachers of our selected Navodaya Vidyalayas.

Since the Navodaya Vidyalaya scheme is a Centrally administered scheme there are points of commonality across the country in every aspect. Some of these common points are being indicated below:

1. The scheme envisages the setting up of one Navodaya Vidyalaya in every district of the country. Both Uttar Pradesh and Himachal Pradesh have accepted the scheme.
2. Wherever a Navodaya Vidyalaya is to be located the respective state governments are to provide 30 acres of land free of cost for the construction of the Navodaya Vidyalaya campus since it is a fully residential institution and even the teaching staff is expected to live within the campus.
3. Till such a time that the construction of buildings is done, the state government is also to provide a rent-free site for three years where the school can be started on a temporary basis.
4. Children are admitted to the Navodaya Vidyalaya on the basis of their performance in the admission test, which is conducted at the all India level by the Central Board for Secondary Education. They set the paper, get the same corrected on the computer and declare the list of selected children.
5. Class VI is the single entry point to the Navodaya Vidyalayas and the selected children are provided free education upto Class XII. As a matter of policy the children are not failed in the home examination. However, any child who fails in the CBSE Board Examination of Class X is not granted further admission to the Navodaya Vidyalaya.
6. There is a scheme of reservation at the time of admission and according to it 75 per cent seats are reserved for rural children, one third of the seats are reserved for girls and there is a 15 per cent reservation for SC and 7.5 per cent reservation for ST candidates and the combined reservation for SC and ST can

go upto a maximum of 50 per cent. All these reservations go right down to the block level and the basis of block level reservation is the share of the population of the block in the total population of the district.

7. All selected children are provided free board and lodging, uniform, textbooks and stationery, toilet items, medical facilities and bus fare from their home to the Navodaya Vidyalaya and back. For each item of expenditure a fixed amount has been approved and is common in all states.
8. The Navodaya Vidyalayas follows the CBSE syllabus. They have a three-language formula and a scheme of Migration under which 30 per cent students of Class IX from a Hindi-speaking district migrate to a non-Hindi speaking district for one full academic year. Similarly, 30 per cent students from Class IX of a non-Hindi speaking district migrate to a Hindi-speaking district.
9. The Navodaya Vidyalayas appoints only trained teachers. The selection is done by the concerned Regional Offices of the Samiti. The selection of Principals is done by the Head Office.
10. The administrative set up of the different Regional Offices is also quite similar. The Head Office has a construction wing which finalizes the details about the type of construction of different buildings such as Academic block, hostels, mess, staff residences, etc. These building patterns too are common all over. However, in the hilly regions for instance the construction designs are slightly different than of the plains in view of the requirements of a hilly terrain.

These are, therefore, some of the points, which are common to all the Navodaya Vidyalayas irrespective of their location. It may, of course, happen that even within the same state or among two states the building designs vary because of the fact that the old established Navodaya Vidyalayas and the relatively new ones had different construction designs duly approved by the Head Office of the Samiti. Similarly, the percentage of students belonging to the SC/ST group may vary not only between two

states but also within the Navodaya Vidyalayas within the same state. Yet another difference which may be found within the state or among two states is that depending on the availability of land some Navodaya Vidyalayas may not have a full 30 acres campus.

On the basis of the analysis which we have carried out in the preceding chapters, we will try to point out the areas of similarity and dissimilarity among the Navodaya Vidyalayas of Uttar Pradesh and Himachal Pradesh. Table 5.1 shows these points of similarity and dissimilarity. What is basically brought out by this comparative table is that if one looks at it carefully, there is not really too much of a difference as such. However, there are some areas in which one state or the other seems to have a minor advantage. For example, at the state level, the performance of students in Class X in the NV's of Himachal Pradesh between 1995 and 1999 was relatively better as compared to Uttar Pradesh. However, the percentage of students securing first division out of the total students passing Class X was relatively better in Uttar Pradesh. The same was more or less true in case of the results of Class XII as well. The condition of buildings particularly the hostels and their level of maintenance was rather poor in UP as compared to HP. The power problem in UP is acute whereas HP does not have any power problem.

Table 5.1: Similarity and Dissimilarity Between Navodaya Vidyalayas of Uttar Pradesh and Himachal Pradesh

Points of Comparison	NVs of Uttar Pradesh	NVs of Himachal Pradesh
1. Size of the State	This being the most populous state has a total of 83 districts and 52 NVs at present	Small state comprising of only 12 districts. There are presently 10 NVs located in the state
2. NVs with less than 30 acres	Almora – 11.0 and Mirzapur 23.6	Mandi – 13.5
3. Land dispute and poor location	Almora – Temporary site and land problem; Mirzapur – Poor location	Shimla – Bodies are taken for cremation through the NV Mandi- Right on the river bank and land problem
4. NVs with problem of boundary wall and play-ground	Almora	Shimla and Mandi
5. Condition of buildings and hostel	Generally poor	All right
6. Power problem	Acute	No problem
7. Quality of food	Not very good in Sitapur	Not very good in Mandi
8. Condition of Laboratories	Not very good	Quite good
9. Administrative set-up	The Regional Office is in Lucknow. It is headed by a Deputy Director and 4 Assistant Directors. Three of these Asstt. Directors have been Principals of some NV.	The Regional Office located in Chandigarh also covers two other states and a UT. The Dy. Director has 3 Asstt. Directors under him and all have served as Principals of some NV.
10. Strength of Teachers(1998-99) % of Actual number to the Sanctioned posts.		
(a) PGTs	94%	95%
(b) TGTs	87%	86%
(c) Other Teachers	93%	93%
11. Teacher-Student Ratio (For the State) 1995 1999	21.89 18.53	19.43 18.19
12. Teacher-Student Ratio(1999) (for 6 Selected NVs)	Almora 18 Mirzapur 22 Sitapur 20	Shimla 26 Mandi 17 Una 22
13. Quality of Teachers & teaching	Quite Good	Quite Good

Table 5.1 (contd...)

	NVs of U.P.			NVs of H.P.		
14. Pass % of Class X (State Figures)						
1995		80.75			84.67	
1996		82.09			87.65	
1997		76.28			79.10	
1998		90.10			93.50	
1999		85.11			85.35	
15. Percentage of Students Securing 1 st Division in Class X out of those who pass (State-wise)						
1995		46.67			32.82	
1996		58.64			48.23	
1997		45.32			36.63	
1998		56.09			57.40	
1999		56.46			56.03	
16. Pass % of Students in Class XII (State-wise)						
1995		74.30			80.37	
1996		72.44			82.08	
1997		78.97			85.18	
1998		78.84			81.54	
1999		78.66			92.76	
17. Percentage of Students Securing 1 st Division in Class XII out of those who pass (State-wise)						
1995		51.97			31.79	
1996		49.23			48.53	
1997		58.41			57.97	
1998		63.32			51.41	
1999		57.85			59.76	
18. Actual number of students taking admission in Class VI in 1999		Almora 34(40) Mirzapur 77(80) Sitapur 70(80)			Shimla 73(80) Mandi 67(80) Una 63(80)	
19. Pass % of Class X (Selected NVs)						
Year	Almora	Mirzapur	Sitapur	Shimla	Mandi	Una
1995	71.79	93.75	89.09	64.71	72.34	83.87
1996	91.30	88.46	69.49	100.00	80.33	89.65
1997	92.63	88.71	84.29	96.43	87.04	92.86
1998	89.29	94.44	54.39	100.00	86.21	90.77
1999	87.50	82.19	81.25	82.46	59.02	91.43

Table 5.1 (contd...)

20. % of Students securing 1 st Division Among those who Pass Class X (Selected NVs)						
Year	Almora	Mirzapur	Sitapur	Shimla	Mandi	Una
1995	29	50	67	18	24	Nil
1996	76	65	51	55	45	63
1997	16	69	37	44	32	49
1998	60	69	39	73	32	66
1999	50	63	62	60	31	66

21. Pass Percentage in Class XII (Selected NVs)						
Year	Almora	Mirzapur	Sitapur	Shimla	Mandi	Una
1995	56.00	85.29	No student	57.45	84.72	85.71
1996	77.78	88.33	94.64	97.78	88.23	75.61
1997	80.00	80.00	76.92	89.71	95.12	91.67
1998	86.11	96.49	60.71	95.12	82.69	90.62
1999	82.50	83.12	100.00	91.84	94.34	92.54

22. % of Students securing 1 st Division Among those who Pass Class XII (Selected NVs)						
Year	Almora	Mirzapur	Sitapur	Shimla	Mandi	Una
1995	29	60	No student	70	46	50
1996	82	62	58	82	51	48
1997	58	69	50	41	69	55
1998	84	84	41	62	42	55
1999	58	59	81	62	68	39

23. Expenditure Pattern (State-wise)		NVs of U.P.		NVs of H.P.	
		% share of the Expenditure on Staff	% share of the Expenditure on Students	% share of the Expenditure on Staff	% share of the Expenditure on Students
1994-95		35.85	45.52	43.45	36.64
1995-96		40.91	42.95	44.06	35.42
1996-97		43.77	40.25	46.86	33.79
1997-98		53.30	34.05	55.24	30.49
1998-99		55.48	32.40	53.61	28.60

24. Average Expenditure per Child(Per annum) (State-wise) 1998-99		Rs.15,520	Rs.15,073
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25. Expenditure Pattern (selected NVs)												
Year	NVs of U.P.						NVs of H.P.					
	% share of the Expenditure on Staff			% share of the Expenditure on Students			% share of the Expenditure on Staff			% share of the Expenditure on Students		
	Almora	Mirzapur	Sitapur	Almora	Mirzapur	Sitapur	Shimla	Mandi	Una	Shimla	Mandi	Una
1994-95	45.44	38.55	39.79	40.90	41.64	45.28	40.14	42.82	42.51	49.45	49.98	47.38
1995-96	46.04	40.27	38.19	41.72	44.26	45.01	46.40	50.43	43.92	47.83	43.28	49.71
1996-97	50.71	42.84	44.19	39.65	42.96	41.31	53.34	52.16	47.46	39.02	41.93	43.39
1997-98	59.47	52.56	55.63	32.43	35.62	34.63	53.95	62.67	52.15	39.45	32.36	36.03
1998-99	57.62	51.83	57.10	32.01	36.05	32.40	52.01	60.02	54.69	41.12	33.76	33.55

Table 5.1 (Contd....)

26. Average Expenditure per child (p.a.) (Selected NVs)						
Year	Almora	Mirzapur	Sitapur	Shimla	Mandi	Una
1998-99	15,850	11,782	14,782	11,470	14,585	14,603

27. Experience of the Principals of Selected NVs					
NVs of Uttar Pradesh			NVs of Himachal Pradesh		
Almora	Mirzapur	Sitapur	Shimla	Mandi	Una
Very experienced. Previous experience of a residential school as well	Very experienced. Previous experience as well	New to NV but some experience of a girls' residential school	Very experienced	New to NV but over 15 years experience of a co-ed. residential school	New in Una but experience as Principal in other NVs and also of co-ed. school abroad
28. Control of the Principal on Staff and Students:		NVs of U.P.		NVs of H.P.	
		Very good in Almora. Principal is new in Sitapur		Very good in Shimla. Principals are new in Mandi and Una	
29. Relation between Principal and D.M. or his nominee		Generally all right with some problem recently in Almora.		No problem at present	
30. Absence of students from Vidyalaya		In Mirzapur children go out on some excuse of illness in the family and do not return on the promised date		In Mandi children go out on the excuse of attending a religious ceremony and do not return for 10-15 days.	
31. General discipline among children		Not much problem in any of the 3 selected NVs		Some problem in Mandi	
32. Groupism among teachers		Mirzapur and Sitapur		Mandi and partly in Una	
33. Level of satisfaction among teachers		In Almora teachers were happy with their rapport with the Principal		In Shimla were satisfied with their relationship with the Principal.	
34. Pace setting role of the NVs		Almora is active		Shimla and Una active	

Looking at the pass percentage of students in Class X among the 3 selected NVs of UP and HP, it was observed that while Almora and Mirzapur were more consistent between 1995 and 1999 in UP the only NV which was consistent in HP was Una. In the remaining one NV of UP and two of HP there were yearly fluctuations. As far as the percentage of students securing first division out of those who pass Class X is concerned, Mirzapur is the most consistent NV out of the six selected by us. Among the three from HP, Navodaya Vidyalayas Una is relatively better than the other two.

Similarly, if we look at the pass percentage of students appearing in Class XII examination, Mirzapur has the most consistent record among the three Navodaya Vidyalayas of Uttar Pradesh. The overall performance of the Navodaya Vidyalayas of Himachal Pradesh is relatively better. As far as the percentage of students securing first division is concerned, there is not much difference between U.P. and H.P. Navodaya Vidyalayas since year-wise fluctuations are found in each of them.

The problem of indiscipline among students is found in Mirzapur and Mandi in the sense that children from both NVs go out on some pretext and promise to return in a couple of days. In practice, however, they take their own sweet time in returning and if questioned produce medical certificates.

The problem of groupism among teachers in Mirzapur and Sitapur in U.P. and Mandi in H.P. is found and this is claimed to be a legacy of the past. Sitapur and Mandi have also been criticized by students for not supplying good quality food.

In Himachal Pradesh the science laboratories are generally better maintained than in Uttar Pradesh.

On the whole, therefore, there is not too much of a difference between the two states. Uttar Pradesh is more active politically as compared to Himachal Pradesh and so there is greater political pressure exerted by the local level politicians and media persons. They generally tend to take small issues such as hostel food and the condition of the hostel and inflate the whole issue. Anonymous letters are sent to the Regional Office, Lucknow making all sorts of allegations against the Principal. However, even the Regional Office has become aware of this malpractice and can distinguish between a genuine problem and another which has been designed by an ulterior motive. Even the population of Himachal Pradesh is more simple relatively and so even at the level of the Navodaya Vidyalayas problem of discipline is relatively less. In Uttar Pradesh, there are caste and regional factors, which become active at times and lead to problem among children and cause problems related to the overall discipline of a Navodaya Vidyalaya. But what has been brought out clearly by the experiences which we have had by our survey of the six Navodaya Vidyalayas and our discussions in both the Regional Offices, is the fact that the Principal is the key figure and can greatly influence the overall atmosphere of the Navodaya Vidyalaya. Wherever the Principals have maintained a proper transparency in the functioning of the Vidyalaya and have taken into confidence all the teachers as well as the students, the Principal is greatly respected and the Navodaya Vidyalaya functions smoothly. In direct contrast to this, wherever the Principal favours a few teachers and functions with the help of a small group, the other teachers generally withdraw their active support and the smooth functioning is adversely affected. Thus, the role of the Principal and a few mature teachers in the Vidyalaya are the key to the overall success of its efficient functioning.

CONCLUSION AND SOME POLICY RECOMMENDATIONS

In the end we wish to conclude by indicating some areas where change is desirable not only according to our own observations and views but also as discussed and pointed out by the officials at the Head Office, New Delhi and the two Regional Offices, as well as by the Principals and teachers of the six selected Navodaya Vidyalayas. Most of these aspects are important and deserve to be looked into as appropriate changes should be able to contribute positively towards improvement in the overall functioning of the Navodaya Vidyalayas.

(a) Aspects Related to Location of Navodaya Vidyalaya, their Construction and Maintenance

The scheme visualizes very clearly that 30 acres of land must be provided free of cost and that its location should be good from different angles such as approach road, medical services, availability of electricity and potable water and easy access to postal, telegraph and banking services. However, in a number of cases, the location has been influenced primarily by political considerations and the site selection has been quite inappropriate. The state governments have provided land which were sodic, barren, riverbeds and even cremation grounds. Of late, the Samiti has become more strict in site selection but even now there are times when it has to yield to the political pressure exerted by the local MLA, local MP or even a political person who need not necessarily be holding any office. It must be very clear that once a site is selected and a Navodaya Vidyalaya constructed there is nothing which can be done to offset the locational disadvantage. Moreover, there are a number of instances where land was under

dispute and once again the Navodaya Vidyalaya has been the sufferer. The two prominent cases that we have in our own sample are Almora and Mandi. This, therefore, is another aspect which is equally important and must be confirmed at the very outset. In a state like U.P. alone, with 83 districts there is the scope for establishing as many as 31 new Navodaya Vidyalayas.

In the construction work it has been observed that the construction agency does not comply with the specifications. Thus, there are cases where in the plains slanting roofs have been constructed. Similarly, while in the first phase of construction the roofs were of cement concrete, those constructed in the second phase have tin or asbestos sheets. In the present set up the Principals have the responsibility of taking over the buildings from the construction agency. It should be the task of the engineer at the Regional Office to supervise the construction and take over the building after being fully satisfied with the quality of work and after ensuring that the specifications have been duly kept in mind.

The old established Navodaya Vidyalayas are faced with the problem of repair and maintenance of the buildings despite the fact that the Samiti allots money for repair and maintenance. However, the procedure involved prior to getting clearance for carrying out repairs is rather cumbersome and many a times the Principals are unable to get timely clearance and the amount lapses. The Samiti claims that the procedure has been simplified of late. What must be kept in mind is that a substantial investment has been made in the setting up of these institutions. If repair and maintenance is not carried out on a regular basis it will cause irreparable damage and the ultimate cost of reconstruction will be far more than routine repair. Moreover, construction might even mean disturbing the routine of the Vidyalaya.

It is mandatory that every Navodaya Vidyalaya must have a proper boundary wall and gate to ensure safety of the girls in particular and stop all kinds of trespassing.

In the new design the Multipurpose Hall (MP Hall) has been left out. This is very important as the name itself suggests. Children, in the absence of the MP hall have to brave inclement weather during the morning assembly, are deprived of adequate space for cultural activities and indoor games. Keeping in mind its importance the construction division should be asked to incorporate the necessary change. Along with the MP Hall another equally important thing is that every Navodaya Vidyalaya must have a Guest - House and a Waiting Hall where parents can meet their children. The Guest-House is essential since routine inspections are carried out of the Vidyalays from the Regional as well as the Head Offices. The significance of the playground must also be kept in mind as games are an integral part of the Navodaya routine.

In all states where there is a power problem even the old established Navodaya Vidyalayas should be provided with an additional generator in order to cope with load shedding.

And finally, the procedure being followed at present is that when ever the Samiti finalizes the sanction of a new Navodaya Vidyalaya the admission process is immediately initiated and the first session begins in the rented building provided by the government. However, sanction is not granted if the state government does not provide rent free accommodation. In such a situation the district remains deprived of a Navodaya Vidyalaya even though the 30 acres of free land has been sanctioned. A case in question is Lucknow district itself. There could be many more such instances. In such cases the Samiti can alter its policy and take possession of land and proceed

with the construction in such a planned way that within one year enough construction is carried out to enable Class VI students to be admitted. If this change in policy is incorporated the meritorious students of those districts will not suffer for want of rent-free accommodation as a temporary site for the Navodaya Vidyalaya.

(b) The Procedure of Admission to Navodaya Vidyalayas

At the time when the Navodaya Vidyalaya scheme was conceived and was being drawn up it had been decided to have a purely objective type test to ensure that students from urban areas do not enjoy any advantage. This was almost fifteen years ago and things were quite different then. In many states, the growth of primary schools had not taken place adequately. However, even then adequate cover for the disadvantaged students had been provided via the reservation policy. In any case considerable developments have taken over these years and it is time to think in terms of a proper evaluation of the admission procedure and incorporate certain modifications. There is a general complaint that the purely objective type tests are giving way to selection of some students who are extremely poor. Their foundations are so weak that all extra efforts by teachers through remedial studies is proving in vain. There is, therefore, need to introduce some element of subjectivity in the admission tests. Moreover, in the process of filling admission forms the Headmasters of Primary Schools have a position of significance and this is being misused by some of them by showing favour to some and leaving out other more deserving children. Some sort of check should be imposed on this malpractice. Besides this, at the block level where the admission test examinations are being conducted some scope for use of unfair means exists. The admission test should, therefore, be conducted in the Navodaya Vidyalayas under the total supervision of the Principal and his teaching staff. There is also need to

ensure that those who get selected on the rural students' quota are genuinely rural children.

Reservation goes down upto the block level. This is very good to be able to give opportunity to the children from every block of the district. However, the block level reservations should not be based on proportionate share of the population of the block in total population of the district. In Block 'A', for instance, eight children might get 90 per cent marks in the admission test but only 3 are selected because of the quota system. Whereas in Block 'B' where the quota is of ten, children may be selected even by getting 60 per cent, which were the minimum qualifying marks. Thus, the policy should be suitably amended to ensure that a minimum number of students must represent each block. Beyond that merit must be the prime consideration.

The age eligibility is 9-13 years for appearing in the admission test. To begin with 9 years is not feasible because a child is 6 years of age in Class I. Thus, he has to be at least 10 years by the time he reaches Class VI. As far as the upper limit of 13 years is concerned, a child who is 13 years at the time of admission enters the age of adolescence by the time he/she is in Class VII or VIII itself. Much of the problems arise because some children in the class are above age. It might have been appropriate fifteen years ago to keep 13 years as the upper age limit for the disadvantaged category of children. But now primary schools are fairly widespread and so it should be altered to 10-12 years. The other associated problem is that of false age certificate. The Principals should be asked to exercise their power of getting students medically examined, whenever they feel that a child is older than what his age certificate is indicating.

Yet another area in which some thinking is desirable is that every year the number of children joining Class VI is invariably less than the number who had been selected. The present procedure is that if the selected children inform before hand that they will not be joining the Navodaya Vidyalaya, then the Principal has the option of granting admission to those who are on the reserve list. But if a child's parents confirm that the child will be taking admission and does not join later on, his seat can not be given to those on the waiting list. The list of children joining our six selected Navodaya Vidyalayas shows that out of a total of 440 children selected only 384 actually took admission in 1999. If we take five to be the average number of students who do not join a Navodaya Vidyalaya after giving their consent in a year, then each year around 2000 deserving students have been deprived the opportunity of availing the facility of getting free education upto Class XII.

The Janardhana Committee had been very clear in their recommendations that the procedure of admission needs to be reviewed periodically. It is, therefore, time that something be done in this direction and appropriate changes be introduced. Quoting from its recommendations "ensuring the continued validity and reliability of the admission tests by periodic evaluation and appropriate modification of admission procedure."

(c) **Policy of the Samiti Not to Fail Children in the Home Examinations**

Once a child gets admitted to the Navodaya Vidyalaya, he or she is not failed in the examinations held by the Vidyalaya. However, once a child fails in the CBSE Board examination of Class X, he or she is asked to leave the Navodaya Vidyalaya. The basic philosophy which underlies this policy is that the students undergo a series of

successive evaluations through the unit tests which are held on a regular basis and the half yearly and annual examinations. Besides this, those who are not doing well in these tests are given the opportunity to repeat the tests and thereby improve their performance. Such children have to attend remedial classes where teachers put in extra efforts to bring them at par with the rest of the students. The teachers, however, point out that each year some children who get selected are so poor that they do not even know the Hindi alphabets properly. No amount of repeat papers or remedial classes is useful. By the time they study for a repeat test the rest of the class has moved further ahead in studies and so these weak students always lag behind. Moreover, since the child knows he will not be failed, he does not even try hard enough. There is, therefore, the need to develop a feeling of fear that if the performance of the child is below the mark he or she can be failed in Class VIII. This will induce them to put in hard work and this will be ultimately reflected in a better performance from them. The parents of such weak students should also be pre-warned during the parent-teachers meetings that they must impress on their children to work harder or action will be taken against them.

(d) Problems Faced by the Principals

While the workload on the teachers is substantial the Principal is virtually on duty for the full 24 hours. In all the Navodaya Vidyalayas the Principal's responsibilities begin early in the morning and continue right into the night. And should it so happen that a child falls ill at night then he may be forced to remain awake for the whole night as well. He has to look after the academic routine of the school and also take all sorts of administrative decisions throughout the day. To get various sanctions, he has to

keep visiting the office of the District Magistrate or the person nominated by him for this purpose. He, therefore, has very little time for his own family.

It is generally observed that so long as the Principal is in the campus, the functioning of the Navodaya Vidyalaya is smooth. However, if he/she is out to meet the District Magistrate or on a tour to the Regional Office, the Navodaya presents a completely different picture. This is a fact which has also been admitted by some Principals themselves.

Keeping in mind the overall burden of work and the significance of his presence in the institution it is necessary that every Navodaya Vidyalaya must have the position of a Vice-Principal. The Samiti has made this provision recently but only in those schools whose student strength exceeds 325. Even then not all such schools have a Vice-Principal at present. It is strongly felt that a Vice-Principal should be provided in each Vidyalaya irrespective of its strength. By doing so a considerable workload of the Principal can then be shared by his deputy.

The relationship between the DM or his nominee with the Principal is crucial in determining how smoothly the general administration of the Navodaya Vidyalaya will function. It has been the experience of the Principals that normally there is not much problem with the District Magistrates but at times the nominees tend to be interfering in the routine functioning of the Vidyalaya. It has, therefore, been suggested that while the IAS or PCS officers are undergoing their training, they should be made aware of the scheme and functioning of Navodaya Vidyalayas. During their training they can also be taken to some Vidyalaya. This will bring out the desired results when these officers are

posted to the districts and are asked to be the Chairpersons of the Navodaya Vidyalayas.

In order to ensure that the Navodaya Vidyalayas have a proper direction and perspective, the term of a Principal should be five years. Any Principal takes around a year to study the situation of the Vidyalaya and its requirements. After that, if he/she stays on for another four years, then the desired changes, which will improve the academic and other achievements of the school can be brought about.

Since the position of the Principal is crucial, it has been observed that in any institution where the Principal is honest and understanding and his method of working has complete transparency the Navodaya Vidyalayas have no problem whatsoever and the Principals enjoy the confidence as well as full respect of the teaching and non-teaching staff as well as of students and their parents.

(e) Problems of Teachers

In the Navodaya Vidyalaya system the teachers play a very significant role. All these institutions are residential co-educational schools where even the teaching staff remains within the campus. They have, therefore, to shoulder various responsibilities over and above the normal classroom teaching. After school hours, teachers are engaged in supervised studies and remedial classes. The former to help students in doing their homework and to enable them to keep abreast with what is being taught. The latter is for the weak students. Extra classes are taken for such children so that they can be paid individual attention by the teachers in an effort to raise their levels closer to the rest of the class. Besides these teaching assignments during and after

classes the teachers have other responsibilities such as that of house master, being member of the mess committee, supervise the morning PT and afternoon games, and prepare children for cultural programmes and other extra-curricular activities. Their normal working hours, therefore, extend upto 12-15 hours per day. They feel that they are overburdened and in return they do not receive some extra benefits which they deserve. As the house-master or assistant house-master they do get a special allowance. This is not much to talk about keeping in mind the type of responsibilities that go along with the post. The most tedious work is that associated with the mess committee. It is, therefore, felt by all teachers and even the officials alike that there must be a hostel warden in each Navodaya Vidyalaya. If this post is created, the workload will be substantially reduced and the teachers will be able to improve their teaching efficiency still further.

Another problem relates to the teachers not being in full strength according to the number of posts sanctioned for a Navodaya Vidyalaya. In the absence of regular teachers, ad-hoc arrangements have to be made and it is not always easy to find good teachers. The ad-hoc teachers are paid a smaller amount as a fixed salary and are not entitled to a residence. The Navodaya Vidyalayas being generally away from the district headquarter, it becomes difficult for them to commute daily. The Samiti must, therefore, make every effort to ensure that proper staff strength is maintained.

The location of the Navodaya Vidyalayas is generally in rural areas away from the city. The teaching staff, therefore, does not have much of a social life because of the awkward location of the Vidyalaya and their busy schedule. Moreover, in many cases there are Vidyalayas which do not have a proper primary school in their vicinity. In such cases the staff faces a serious problem of sending their children to school.

The teachers also have a sense of insecurity because they are not entitled to post retirement pension. As a result of the problem related to the workload, lack of educational facilities upto primary level, lack of social life and a sense of insecurity the teachers take the first opportunity to accept alternative employment. The head office has taken note of this aspect and carried out a small survey and arrived at the finding that each year around 2 per cent teachers are leaving the Navodaya Vidyalayas. This figure in itself may not sound alarming but what is significant is that there is a tendency to seek alternative employment and the fact that those who leave are mostly the PGT Science and Maths teachers. Every Navodaya Vidyalaya does have the science stream and so this 2 per cent affects all schools adversely. It has already been indicated that stopgap arrangements are not a good alternative. It is, therefore, important that the teachers must be given some incentives so that they do not have the inclination to leave the Vidyalaya. The Samiti has made efforts in the past to get approval from the ministry for the pension scheme but so far it has not been successful. This being a genuine demand, should be approved by the HRD Ministry at an early date.

(f) Problems Faced by and Caused by Children

The main problems, which the students face, is in those Navodaya Vidyalayas where the hostel buildings are old and are in need of repair. In such hostels there is problem of seepage in the ceiling and walls, inadequate lighting and lack of ceiling fans. The electrical connections are old and in a bad shape and there is the danger of accidents. The toilets are so badly maintained that children have to find alternatives for defecation as was found in the case of Sitapur. Power problem is another draw back in

states like U.P. The generator available is not sufficient to provide electricity all over the campus. Within the hostel the double-decker beds have their own problem. Besides this there is no provision of chair and table where the students can work.

It is found in many Navodaya Vidyalayas that children go home by making some excuse and promise to return within a few days, but take their own time in coming back. Their parents produce medical certificates to prevent the Principal from taking any action against them.

The children are generally found to be attending the assembly not properly dressed. The Navodaya Vidyalayas provide children white PT shoes along with two sets of school uniform. The children attend the assembly either wearing *hawaii chappals* or very expensive shoes brought from home. Even the colour of the uniform is different in the case of different students. The importance of the school uniform must, therefore, be emphasized by the school.

On specific occasions the children are granted permission to go out for a few hours. During these visits also the Principals must insist that students should go out in proper uniform. By doing so it will be easy to identify them as students of the Navodaya Vidyalaya and can be given any help if such a situation arises.

In the winter-bound schools the Samiti must sanction a school blazer as well. Children are found wearing all sorts of jackets to shield themselves from the cold but the sight of seeing all students similarly dressed is always pleasing to the eyes as compared to when children are seen in different clothes. It is the school dress, which not only identifies the children but also eliminates the class distinction between them.

(g) Migration Policy of the Navodaya Vidyalayas

The policy of migration is in itself a very unique one and has been very well conceived of from the point of view of developing a feeling of national integration among children by keeping them in a different cultural environment where they can appreciate the diversities which are found in our country. The other aim was to popularize Hindi by introducing it as the third language in the non-Hindi speaking states. It was hoped that in this way Hindi could be effectively developed as a National Language.

It has been pointed out that the scheme was more fruitful so long as it was in operation for a two-year period. Unfortunately it had to be reduced to a one-year scheme because of the technical problems which were raised by some states in not granting domicile status to their children only on the ground that they had appeared in the Class X Board examination in a different state.

Ever since it has been reduced to a one-year scheme its effectiveness is reduced. The different state governments can be appraised of the scheme and such children who appear in the Class X exam in another state should be treated as those belonging to the home state since they had gone under a special scheme. That they had studied prior to going out in the home state and then returned to complete their Class XII also in the state of their origin further justifies their inclusion as local students. If the case is effectively placed and argued with the state government officials, there is no reason why they will not relax the condition in the case of children where the Samiti certifies that they had gone out under the migration scheme.

However, there is one aspect which does need to be looked into and this is that children who migrate to the North-Eastern states face genuine problems as a result of

the special features existing in these states. First of all children going from the plains face extreme cold and adjustment becomes a problem. In these states people are not only non-vegetarian but eat almost everything that classifies as non-vegetarian. The children who migrate once again face serious problem related to the food habits in these states. Moreover, the children of the North-East are used to a life where boys and girls are quite free. The children are relatively more aggressive as well. The cultural differences are so wide that the students are not willing to go to the North-Eastern states. Even their parents are not keen to send their children. Some Navodaya Vidyalayas have stopped sending their girl students to these North-Eastern states. Since even the boys do not volunteer they have to be sent by force through the lottery system. These students invariably return after one year as academically poor students and because of them the overall result of Class X also tends to be adversely affected. This is even true with some other students who go after their names are drawn on a lottery basis for going to other states as well.

The Samiti should, therefore, think in terms of tackling this problem while keeping the scheme of migration intact.

(h) **Shortage of Non-Teaching Staff and Other Administrative Problems**

The support staff provided to a Navodaya Vidyalaya is highly inadequate. For an institution spread over a 30 acres campus two sweeper-cum-*chawkidars* are assigned. Even if one thinks in terms of an eight-hour shift for the *Chawkidars* the number is insufficient. At night a minimum of two Watchmen are essential. In the case of Navodaya Vidyalayas which do not have a boundary wall and trespassing is a common feature security is a major concern keeping in mind the fact that these are co-

educational institutions and one-third of the total strength of the children comprises of girls.

The Samiti does not make any provision whatsoever for the post of Peon and Mali. Students by rotation are given the work of the peon and during the SUPW class children are engaged in gardening. It is good to teach children about the dignity of labour but students who are posted on duty outside the Principal's office have to miss classes and these have to be made up later on. With the help of one SUPW class per day the children can not be expected to maintain a campus of 30 acres.

Neither the Library nor the Laboratories have an attendant. Above all, it is essential that every Navodaya Vidyalaya should have a female nurse. She can solve the routine problems of the girl students. The present medical facilities within the Navodaya Vidyalaya too need to be improved. The first step in this direction can be daily visit of a doctor. For this the doctor will have to be suitably paid. The present provision of giving him Rs.750 per month is inadequate.

One aspect, which has been pending for a number of years, is that the Samiti has not evolved a condemnation policy upto now. Students who pass out after Class XII have to deposit their old uniforms in the school. The old bedding, text-books which are damaged and other items such as furniture, etc. are being dumped for years in godowns and most Navodaya Vidyalayas do not know where to store these things as every year they keep increasing. In the absence of a condemnation policy the Principals are helpless. Similarly, the old established Vidyalayas have vehicles, which are in such a state that it is better to dispose them off rather than spend heavy amounts on a recurring basis on their repairs. These Vidyalayas can not be sanctioned a new

vehicle unless the old one is condemned. Priority must, therefore, be given to finalize the condemnation policy as soon as possible.

The Regional Offices as well as the Navodaya Vidyalayas are short of vehicles. In the Regional Office there is only one car. The Assistant Directors have 10-12 Vidyalayas under their supervision and regular inspections have to be made by them. As is already known the location of most Navodaya Vidyalayas are remote and in the rural areas. Each Regional Office should, therefore, be provided with two jeeps for inspection work. In the case of Navodaya Vidyalayas some have jeeps, some mini-bus and others mini-trucks. The Principal has to go fairly regularly to the office of the District Magistrate for various types of work. The requirements of the mess are equally demanding and the vehicle is regularly used for purchase of rations, vegetables and fruits. In a Navodaya Vidyalaya, which has a mini-truck it looks very awkward when the Principal has to use it for attending a meeting with the District Magistrate. Every Navodaya Vidyalaya should, therefore, be provided with one jeep and a mini-bus or mini-truck.

(i) Need for Harmonious Relationship Between the Head Office and Regional Offices with Principal and Teachers

It is a fact that both the Principals and teachers are performing duties, which call for special efforts both in terms of time as well as dedication. Upto 550 children ranging from around 9 to 20 years inclusive of girls are under their constant care. They have to provide good quality education such that their intelligence level are maintained and is adequately reflected in the CBSE results of Class X and XII. In fact, the Samiti gives top priority to the performance of students in the Board examinations. In case the

results are not upto the desired level the Principals have a lot of explaining to do when the annual meeting of the Principals is held by the respective Regional Offices. When detailed analysis of the results is carried out then the teachers teaching subjects in which the performance has not been good have to take the blame and face criticism.

The teachers feel that the officials in the Head Office as well as Regional Offices are ready to criticize and reprimand in the case of any lapse on their part, but that there is no reward for hard labour put by them throughout the year and for the excessive workload which they have to cope with during their entire academic session. Some teachers have even admitted that some Assistant Directors have greater faith on students and any complaint by them invites the wrath of the officials. They, therefore, feel that the officials should be more humane and understanding and should give due thought to the numerous difficulties which teachers have to cope with.

It is, however, very encouraging to note that since the last couple of years the Samiti has started awarding those teachers who have made a positive contribution either towards maintaining a high academic performance or towards development of other skills such as art and craft, music, etc. These awards are presented during the Annual Meet of the Samiti. During the meet held between November 24-27, 1999 in Delhi a total of 34 teachers from different Navodaya Vidyalayas all over the country were awarded. These included four teachers from the Vidyalayas of U.P. including Sitapur and one from Himachal Pradesh. In all seven teachers were awarded from Chandigarh Region as a whole. This should put at rest the complaint of the teachers that they are not adequately rewarded.

In the end we wish to make one final suggestion over and above what has already been said. Based on the income level of the households of the children, who took admission in Class VI in 1999 in five out of our six selected Navodaya Vidyalayas it was found that approximately 35 per cent students have an average household income below Rs.25 thousand per annum. Thus, nearly two-thirds of the households have annual income in excess of Rs.25 thousand. Moreover, nearly 39 per cent households are those whose annual income exceeds Rs.50 thousand. The fact that a majority of the children are coming from relatively prosperous households is quite evident from the type of clothes they wear beyond school hours and their footwear. Moreover, their parents are giving them reasonable amount of money to cover their pocket expenses. Unfortunately, these very parents do not even bother to give their children even a school bag. So that he can keep his books safely. They feel that since everything is provided free of cost, the Samiti should also provide school bags. Parents particularly from the urban area had spent a sizeable amount on the primary education of their children by sending them to privately run English Medium Schools and will once again spend thousands of rupees on their higher education once they pass Class XII from the Navodaya Vidyalayas. The Samiti should, therefore, think of asking parents to contribute at least partly towards the education of their children. Those children who come from really poor families should be provided totally free education but those who can afford should be asked to pay for items such as text-books, stationery, school bag and the conveyance while coming to school or going home from school. These items do not entail a very high expenditure and this amount saved by the Navodaya Vidyalayas can be diverted towards other more important expenses such as the mess food.

To conclude we wish to state that the very concept of Navodaya Vidyalaya is very unique in itself and to conceive of it on a national scale goes on to prove that the government is sincere to promote good quality of education all over the length and breadth of the country with a special focus on the disadvantaged group of the population. As a result the scheme needs to be commended. That the scheme has been beneficial has also been amply brought out by the two committees instituted by the Central Government. It is, however, unfortunate that two states have not accepted the scheme on political grounds and as a result of the political considerations the meritorious children of these states have been the unfortunate sufferers. Whenever a scheme is conceived of and drafted every care is taken to ensure that it does not have any drawbacks. Consequently when the scheme was being formulated a number of experts were associated in the formulation and finalization of the scheme. However, once the scheme comes into operation some practical problems associated with its day to day functioning are bound to arise in any scheme in general and particularly in the case of a scheme on such a large scale. Some problems are general while others are area specific. Even with the Navodaya scheme some such minor problems exist. It has been a modest endeavour on our part to highlight some of them and offer some suggestions. We sincerely hope that we have succeeded in our attempt to do so and that the findings will prove useful and some of the suggestions will be incorporated.

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